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ABSTRACT

This laboratory and research center for the training of correctional officers and personnel developed a program to provide: (1) a substantive framework of knowledge, (2) intensive training in learning principles, human behavior, communication procedures, and teaching techniques, and (3) practice in teaching under supervision for the in-service training of prison personnel. Curriculum was developed for a 9-week institute which included training curriculum, student teaching, and administrative support. A thorough examination of the institute was one of the main features of the program, which was attended by representatives of 14 states. A written evaluation was made by trainers, correctional officers, and management, and a followup study in the field evaluated the impact of the program on the various correctional institutions. Both evaluations showed that the program was beneficial, and the followup study illustrated that the institute did have an impact on prison training programs. (BC)

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FINAL REPORT

DEVELOPMENTAL LABORATORY FOR CORRECTIONAL TRAINING

U. S. DEPARTMENT OF JUSTICE
GRANT NO. 041

JOINTLY SPONSORED AND FINANCED BY THE:

OFFICE OF LAW ENFORCEMENT ASSISTANCE,
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AND

THE CENTER FOR THE STUDY OF CRIME,
DELINQUENCY, AND CORRECTIONS

SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE, ILLINOIS

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FINAL REPORT

DEVELOPMENT LABORATORY
FOR CORRECTIONAL TRAINING

by

The Center for the Study of Crime,
Delinquency and Corrections
Southern Illinois University
Carbondale, Illinois 62901

Under Grant Number 041
Office of Law Enforcement Assistance
U.S. Department of Justice

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Acknowledgements

As will be seen when one reads this Final Report, the Program is the culmination of the efforts of many people at Southern Illinois University, the Office of Law Enforcement Assistance and the Bureau of Prisons. Special mention must be made of two men, who offered many suggestions for Program improvement. The first, Mr. James Murphy, currently Warden at the Federal Youth Center, Ashland, Kentucky was on loan from the Bureau of Prisons to the Office of Law Enforcement Assistance. In this capacity, Mr. Murphy not only negotiated the contract but also made many valuable contributions assuring that the program was pertinent to the field of corrections. Mr. Arnold Hopkins, who succeeded Mr. Murphy in the Office of Law Enforcement Assistance contributed with succinct descriptions of the role of Office of Law Enforcement Assistance, encouragement to training officers to become involved in statewide training and by assessing the tempo of the staff and participants and offering continuing encouragement.

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FOREWORD

The following report described the experiences of a university-based teaching and research center that has directed a considerable portion of its personnel and resources to the solution of problems associated with a strategy most useful for bringing about change in corrections, that of in-service training. Although much correctional experience and hence, empirical knowledge, was present on and needed by the University staff, the major goal of the Training-Development Laboratory was to bridge the gulf that was found to exist between the behavioral sciences and practice in the correctional field. In addition, the prospective training officers were exposed to a wide variety of educational technologies and teaching techniques not commonly used in correctional settings.

The objectives of the strategy were simple:

--To give the correctional trainer a substantive framework of knowledge from which to assess current trends in corrections.

--To provide intensive training in learning principles, human behavior, communication procedures, and teaching techniques and technology.

--To afford practice in teaching under supervision using the knowledge and tools thus gained.

--To demonstrate to the newly prepared training officers and their management executives how training effectively carried out could become a tool for management in the processes associated with changing correctional practice.

Communications skill and staff development through interpersonal relationships became a major focus of the training institutes. Dr. John Grenfell's creative application of the video-tape technique to the teaching situation and the development of the training officer's interpersonal skills was certainly a highlight of the first year's experience.

In the following pages, facts and perspectives are presented on the formulation and implementation of a scheme to transform these purposes into reality.

This is a story of a government agency recognizing an opportunity to make a lasting contribution to correctional reform through reliance on the fundamental principle that any organization is only as effective as the people who conduct its affairs at the lowest level of its personnel. The Office of Law Enforcement Assistance provided the financial support which made possible the transformation of an idea into an actuality.

This is the story of prison executives who demonstrated a willingness to invest the energy of their personnel in the proposition that prison conditions can be improved. Without their commitment to the principles and objectives of this project, the accomplishments would have been impossible. The wide range of prison systems giving this firm support is practical evidence of the unprecedented receptivity of correctional executives to new ideas and strategies. The active participation of the training officers in the laboratory activities is further evidence that inertia and complacency are no longer characteristic of American correctional institution.

This is the story of a university geared to learn as well as teach. In human terms, the dynamics of the project are found in the interaction between two sets of individuals; first, employees drawn to our campus from a wide variety of prisons distributed throughout the United States, and second, university personnel drawn from several academic disciplines but united in a common concern for the problems of the field of correction. The university personnel came out from "behind their desks" to join the correctional employees in a joint pursuit of the means of overcoming the practical problems of in-service training. They risked the uncertainties of applying theories directly to problems their "students" faced every day. Familiar concepts and educational strategies had to be adjusted on the spot. The results well justified the risk. Both the "teachers" and the "pupils" learned in the discourse that ensued.

Dr. Grenfell played a yeoman role in directing the first pilot institute and proved the ability of a university-based staff to come to grips with field problems. Following this pilot institute, Dr. Grenfell undertook to follow-up and evaluate these efforts during the second year which ended June 30, 1968. This evaluation is reported in the following document.

Mr. Robert Brooks has directed the second year's training effort of three institutes and has further developed and organized the training officer's curriculum. All of these efforts have been characterized by innovation, dedication, hard work, and a real disposition on the part of all concerned to succeed in promoting greater use of scientific knowledge for the effective resocialization of offenders. We have been revitalized by this experience, encouraged by our evaluation of initial results, and emboldened to say that we have proved the vital relationship between the university and the field of practice.

Charles V. Matthews, Director
CENTER FOR THE STUDY OF CRIME,
DELINQUENCY, AND CORRECTIONS
September, 1968

CHAPTER I

PRE-PLANNING AND STAFF DEVELOPMENT

INTRODUCTION

For a number of years leaders in the field of corrections have stated that one of the most demanding problems in the field has been that of training or, more specifically, lack of adequate training for staff. Research has indicated that minimal training is carried on in the field of corrections and this tends to be concentrated in orientation or pre-service areas. One of these studies, conducted by the Center for the Study of Crime, Delinquency and Corrections at Southern Illinois University, found that, not only was there little formal training in the field of corrections, but less than 25% of the correctional agencies had full-time training officers. This research completed in 1964 was replicated in 1966 with the same results. It concluded that, despite the recommendations of many authorities in the field that more training was needed, negligible increase in training activities had occurred.

This dearth of training is not solely the result of a lack of financial support. Another critical factor is extreme difficulty in finding staff who know how or what to teach. This problem is further compounded by the fact that few institutions of higher education have included in their curriculum courses which are practical and pertinent to correctional personnel. Recognizing this severe problem, the Department of Justice under the Law Enforcement Assistance Act funded a Training and Development Laboratory at Southern Illinois University. The purpose of this project was to develop and test curriculum materials which might be used in the field of corrections. The purpose of the effort was to train appropriate staff in correctional institutions to be teachers and managers of training programs.

PLANNING

To structure the curriculum planning, Center staff decided that the program would emphasize three general areas:

1. The history of corrections with an emphasis on the changing role of the correctional officer.
2. Knowledge from the behavioral sciences regarding learning and human behavior and the application of this knowledge to the effective training of the correctional officer.
3. Teaching techniques with an emphasis on how to teach effectively and the use of audio-visual materials to supplement the teaching programs.

The core staff of the project was recruited with these three substantive areas as a guide. The core staff of the project was recruited from across the nation. Charles V. Matthews, Director of the Center for the Study of Crime, Delinquency, and Corrections served as Administrative Director of the Project. Dr. John Grenfell was recruited as Project Director. Dr. Grenfell, Associate Professor of Educational

Psychology, designed the teaching techniques, and curriculum and supervised the work of the following staff in the areas indicated.

Henry Burns, M.A. - Correctional Education

James Hughes, Ph.D. - Sociology, Correctional Administration

Thomas Murton, M.A. - Criminology, History of Corrections

Harold Stephan, M.S.W. - Behavioral Sciences

The Center entered into an agreement with the Communication Media Service of the University to develop audio-visual materials and teaching aids that would be replicable in the correctional field.

This staff would be supplemented by a number of people from the University at large and the regular Center staff. Of particular assistance was Mr. Robert Brooks, who had served as a sociologist at the Menard Prison and had long been involved in training programs for prison staff, would discuss teaching aids. Mr. Leon Jansyn, a doctoral student in sociology, would handle the evaluation process. Dr. John Twomey would be responsible for some sessions on communication and mental health. Dr. Twomey had a half-time appointment with the Center and with the Rehabilitation Institute. Finally, Dr. Johnson, Professor of Sociology and Assistant Director of the Center, would be called on to assist in areas regarding prison social structure. Dr. Johnson is a sociologist who was Assistant Director of the North Carolina Prison Department and is the author of many publications dealing with corrections.

To support the activities of the above named Center staff, ten graduate students were assigned from a variety of disciplines. The purpose in recruiting these students from a variety of areas was twofold; 1) to serve the function of introducing to correction training personnel diverse information to which they might not have been previously exposed and 2) to recruit graduate students to the field of corrections. Graduate students were drawn from the Rehabilitation Institute, Sociology, History, Education, Recreation, Design and Psychology.

These personnel were supplemented by University personnel and consultants. Dr. Arthur Prell, Director of the Business Research Bureau, discussed problems related to organizational change and the role of training. Mr. Harold Grosowsky, Co-Chairman of the Design Department, discussed creative thinking with an emphasis on looking at old problems in a new light. Dr. Richard Sanders, of the Rehabilitation Institute, discussed behavior modification, reinforcement and their potential for the field of corrections. Dr. George Mayer of Educational Psychology discussed the importance of appropriate models in the learning process. Dr. Richard Thomas of the Community Development Institute discussed agency relations and the need for cooperation.

Outside consultants included Doctors Schaef and Denny of the St. Louis State Hospital for the area of role-playing. Both are regarded as outstanding authorities in this area. Mr. William Pierran and Mr. John O'Neil were former prisoners who presented the inmate view of the correctional officer. Dr. Ben Frank of the Joint Manpower Commission and Mr. Milton Rector of the National Council on Crime and Delinquency both reviewed current problems and the future of corrections. Mr. Francis Neilson of the Berkshire Farm for Boys discussed the use and development of audio-tapes and the use of community resources. Mr. Kerry Rice, M.S.W., University of Louisville, presented material he developed for the Kentucky Department of Corrections relating to the history of corrections.

The staff and consultants composed a wide range of experience and professional training. It was necessary to mobilize these intellectual talents into an effective scheme for strengthening in-service training of correctional agencies. The next chapter centers attention on the formulation of such a scheme.

CHAPTER II

RATIONALE AND PILOT PROGRAMS

DATA COLLECTION

When Southern Illinois University first submitted a training proposal to the Office of Law Enforcement Assistance, it was planned that the content of a training program should fall under three general areas: 1) a conceptual framework; 2) teaching and learning; and 3) the use of instructional materials. Covered in the first area should be material from the behavioral sciences, particularly sociology, psychology, and management, which was to be incorporated in the history of corrections and the changing role of the correctional officer. The second area was to cover some of the teaching techniques which appear to be effective in working with adults, while the third area was to introduce training officers to the wide range of audio-visual materials which are available to supplement educational programs.

When the staff was recruited, the first set of tasks involved development of the specifics of the curriculum for the training institute. A major premise was that the curriculum should build on the training programs which did exist in some of the prison systems. This policy would have certain advantages in that unnecessary duplication would be avoided. Participants would be more likely to be receptive to instructors who demonstrated knowledge of the nature of existing programs in the prison systems. A greater "payoff" for the institute would accrue if the existing in-service training program could be used as a basis for improving training quality and introducing new goals. New ideas would be more likely to be integrated into a program if instructors presented them within the context of current prison operations.

Questionnaires were sent to prison systems asking for information regarding the content of their training programs. These questionnaires were forwarded to approximately forty states with replies being received from twenty-five. A compilation of the data indicated that training programs ran from three to four weeks, although half of the four week training programs involved two weeks of on-the-line experience. About eighty per cent of the training program was generally taken up with custody and security procedures such as the use of fire arms, self-defense, fire drill, etc. The other twenty per cent was assigned to administrative detail, rules and regulations with some attention given to mental health and guidance.

In addition to determining the content of existing training programs, the staff was involved in recruiting graduate students to assist in the developmental phase of the program. Considerable correspondence was carried on with the seventeen mid-western states to recruit participants for the initial nine-week institute. The recruiting effort required that three of the staff - Dr. Grenfell, Mr. Murton, and Mr. Stephan - visit the prison systems. As an extra dividend for the visits, the staff members were able to supplement the information gained from the questionnaires. They were able to gain a sensitivity for the unique traditions and emotional climate of the prisons from which the participants were to come. It was also felt to be desirable that informal evaluations of training programs in the field be obtained, with an emphasis on attempting to determine the present impact of training programs on personnel.

Before listing the major impressions gained by staff on these visits it should be noted that most existing deficiencies were not really the responsibility of either the training officers or the current prison administration. In fact, the LEA institute constitutes recognition of the vital function of the training of training officers as a form of intervention to break the cycle in the transmission of outmoded traditions and practices. Traditions handed down from one administration to the next are reinforced by a lack of funds for evaluation and staff development and a general lack of support by higher education for prison training and research. Prison staff, and particularly training officers, simply had no place to go to learn new ideas, techniques, methods, and curriculum development. The new training officer was simply taken in tow by the experienced man, and an accumulation of experiences passed on in a short period of time.

The term "training officer" is used rather loosely because most systems did not have full-time training officers. Rather the training person was an experienced correctional officer whose education was usually limited to high school plus several years of prison experience. When one considers the deficiencies involved in the background of the training officers, it is remarkable that the training officers were as effective as they were. Essentially, they had had no background in the preparation of lecture materials, in the use of visual aids, in recruiting resource personnel, or any previous experiences in how to teach.

The questionnaires and visits revealed practices which could be taken into consideration in planning the nine-week training program:

1. There was a general emphasis on the security and custody aspects of training. Most training programs had not considered the inclusion of other kinds of materials. When questioned about this, training

persons were not sure how and where they would get the personnel to assist in areas other than security and custody.

2. In discussing training with prison personnel, usually over coffee or lunch, Center staff were impressed with the rather neutral, almost negative attitude that most personnel held toward training. Staff seemed to feel that their most important training came from contact with "the experienced officers in the institution."

3. Training officers frequently felt that they had little impact on trainees, and frequently bemoaned this fact to visiting staff. They perceived themselves and their program as being ineffective and receiving only superficial support from both administration and institution staff. They cited examples where trainees made little or no effort to prepare and frequently slept through training sessions. The training officers felt that the personnel situation was so critical that the administration would not do anything to "drop a dud". Training officers felt that it might be helpful to them and assist trainee motivation if the training officer could participate in trainee evaluation and have the evaluation seriously considered by the administration. However, most felt that the administration would not go along with them (in discussing this topic with the prison administrators, it was found that the opposite was true. Few had thought about using training officers for evaluating staff, particularly new staff, and most seemed genuinely interested in planning for such an evaluation).

4. A tremendous gulf was found to exist between various units of the institution. There was a tendency for large sub-groups to form not only among inmates, but also among prison staff. It became apparent that there was little crossing of lines of communication between custodial staff, professional staff, and administrative staff. Generally teachers stayed with teachers, treatment staff with treatment staff, administrators with administrators, and security

staff stayed by themselves. This breakdown was further complicated by another which involved the cell blocks, where officers in the same cell block tended to stay together. While this may be a natural phenomenon, and has certainly been observed in hospitals and schools, little effort was made to break it down or increase communication between the various sub-groups and Center staff concluded that this isolation contributed to a feeling that institution staff were doing time along with inmates.

5. This isolation also seemed to exist for the overall prison community. There seemed to be almost no dialogue established between the prison and other agencies at either the community or the state level. Of course there were some exceptions, but generally speaking the many service agencies and the prison tended to be isolated from each other. In some cases this was due to misunderstandings of the past, where service agencies had little understanding of the needs of prison security personnel, and became overly critical of prison programs causing a defensive reaction on the part of prison staff, who in turn made personnel from service agencies feel unwelcome. In addition service agency staff and prison agencies were frequently unable to communicate in that they frequently "talked a different language." This appeared to be particularly true in a number of cases where staff from local universities attempted to participate in prison programs. Frequently, university staff had a goal in mind but failed to make sure that prison staff understood what they were trying to do. The resulting situation was frequently chaotic and eventually caused the institution to place obstacles in the way of visitors so that they no longer felt welcome.

6. Staff generally held pessimistic attitudes toward inmates: inmates were no good, could not be trusted and institution programs would not affect change. Staff seemed to have little faith in rehabilitation and yet had little awareness that a program of strict custody, supplemented by work, had not been successful in preventing recidivism in the past.

7. Coupled with this pessimism was a prevalent attitude that staff should become isolated from inmates. All contacts should be very formal. Staff frequently acted as though inmates were not physically present. This indifference toward inmates caused inmates to feel that staff had no concern for their well-being or rehabilitation. It is not uncommon to hear staff refer to departing inmates as "returning soon." The statements are frequently made in the presence of inmates and may establish an expectation for failure within the ex-inmate.

8. There appeared to be a climate of mistrust in many institutions. This mistrust not only existed between staff and inmates but also among staff. Security staff were frequently suspicious of what treatment staff was trying to do, and when the administration made a request, various staff levels within the institution were "wondering why they wanted that done and for what purpose". (When Center staff video-taped discussions with institution staff, a common question was "Who's going to see it?".)

9. Interviewing staff regarding problem incidents within the institution indicated that a number of incidents were provoked by the way staff handled inmates and this frequently led to attacks on staff, other inmates, or property.

10. It was often found that a number of staff had become quite lax in security and custody procedures, which in itself led to serious problems within the institution.

11. Generally speaking, most states had an orientation period for new staff. Very few states had in-service training for experienced staff. Where in-service training did exist, there was frequently little understanding on the part of staff as to how this in-service training would be useful or beneficial to staff in their work.

Thus the Center staff decided that if the training officer were to be more effective and make a contribution to the institutional program, the training officer would have to work at:

1. Attempting to teach in a stimulating manner, to capture the interest of trainees.

2. Introducing new material from the behavioral sciences to show staff:
   A) How they frequently cause problems either in the way they handle inmates or in the way they become lax in performing their jobs;
   B) The impact, both positive and negative, that security staff have on inmates;
   C) That existing programs which have been carried on over the last 50 years had not worked, and alternatives must be tried;
   D) The potential increase in prison population over the next 10 and 20 years would necessitate new methods of prevention, security, treatment and rehabilitation.

3. Demonstrating to all staff that training may offer a means toward overcoming the communication barriers and the climate of mistrust currently existing within the institution. Most personnel within the institution are aware of the communication barriers and the climate of mistrust but were unsure of how to remedy the situation or even unsure of how to start to discuss it.

4. Incorporating in the curriculum intensive work in the area of communication, attitudes, and values.

CURRICULUM PLANNING

Thus the staff began work on the specific curriculum for the nine-week staff training officer's institute. The nine weeks were divided into three separate sections, training curriculum, student teaching and administrative support. The first section of six weeks was to be devoted to the specific needs of the training officer. The seventh and eighth weeks were to be the student teaching experience with responsibility for planning given to the training officers. It was felt that this would be a useful exercise in planning either orientation or in-service training and learning skills in planning joint endeavors with others. The staff would provide the consultant resources for the training officers but the training officers would have freedom in determining program content and use of supplementary audio-visual aids and resource materials. In order that the training officers might adequately prepare for this experience, two laboratory sessions a week would be set aside whereby training officers could experiment with designing audio-visual materials, both for use in the two-week experience as well as for use at the home institution. Time was also necessary for the development of lesson plans.

The third segment was to be a joint effort of training officers and Center staff to plan a one-week middle management program. Most of the staff effort was expended in the first segment. Staff had primarily a consultant and supervisory role in the second and third segments.

Staff felt that it was important to communicate to training officers and other prison personnel that the Center recognized the need for good custody and security procedures and that the purpose of this program was to supplement their existing program with pertinent material from the behavioral sciences. By demonstrating appreciation of the importance of custodial tasks, the Center hoped to avoid excessive concern among trainees in defending the custodial perspective. Otherwise, security personnel would spend so much time defending their position that Center staff would be unable to establish a communication bridge and the necessary rapport to allow for a conducive climate to encourage learning in other important areas. In keeping with this objective, the curriculum was designed to bear on the areas of attitudes, values, and communication in a fashion conducive to making unit facts intelligible to training officers within the context of their own experiences.

Study of existing training programs indicated that much of the material of a factual nature was presented strictly on a lecture basis, with demonstrations being reserved to the areas of handling inmates, self-defense and related security concerns. To promote communication, alternatives to the lecture method were sought. It was agreed that factual material was necessary and the lecture presentation could probably not be eliminated from the program but with certain exceptions all lecture material would be limited to an hour and a half. After a formal presentation the group of training officers would be divided into two groups in order to discuss the material presented. The discussion leaders, who were to be Center staff, would concentrate on discussion of factual material and the values employed in various interpretations of the facts. It would be their responsibility to relate the material to training and the field of correction. When appropriate they would function as the devil's advocate to reveal the value conflicts existing in the issues and problems presented. One consequence would be that participants would become aware of their own value systems.

To strengthen this group discussion area, two days would be devoted to role playing techniques consisting of a variety of exercises to demonstrate to each man how others reacted to him and how he interacted in a variety of situations. If this was to be a meaningful learning experience for the training officers, the role playing would have to come early in the program. It was decided to include it in the first week. To reinforce this experience, wherever possible, video tape would be used to enable the participant to witness on a television screen his behavior and others' reactions to it.

It was hoped that through the use of lecture and discussion the training officers could be taught how to demonstrate to others that differing value systems and attitudes could impede interaction, how to ask questions related to the lecture topics, how to relate seemingly non-pertinent material (ex. social class) to corrections and how to effectively lead group discussion.

The first six weeks would include a blend of didactic material, training techniques and development of self-awareness.

The formal material would try to move from one general area to another in an effort to keep content tied together. Exceptions would have to be made when guest lecturers could not fit into the schedule at the appropriate time. To follow this format, the first two weeks emphasized the history of corrections, the changing role of the correctional officer and group dynamics. The third week covered group dynamics, communication and class structure. The fourth week involved communication, behavior and mental health. The fifth and sixth week centered on prison programs and teaching techniques.

PILOT PROGRAMS

At the recommendation of the Department of Justice, several pre-training institute programs were to be held. The first was a one-day program in October in which prison administrators were given a sample of the nine-week program for training officers. Invitations were sent to the directors of the seventeen mid-western states and thirteen directors or their representatives attended. Presented at this meeting were the general ideas regarding the curriculum and the teaching techniques to be used. A demonstration was given regarding the use of videotape in teaching. Staff attempted to elicit from administrators some criticism about the program. Administrators expressed enthusiasm about the program and the curriculum format. Their suggestions for changes were exclusively in terms of administrative details. There was a concern that two different kinds of training officers would be in attendance. Some states were sending central office training officers who were really coordinators while other states were sending a training officer from an institution. Another concern dealt with the differing educational backgrounds of participants. Those in central office positions were likely to have a college degree while those coming from institutions may only have a high school education. A third concern was the selection of training officers. Administrators wanted to select their own men and not delegate this responsibility to the University. A fourth concern related to the competence of training officers. While most of the curriculum material was interesting and could be useful, administrators tended to feel that either it was material that the training officer could not teach or that their staff would not accept. This last could be summarized with a feeling of, "Gee, that's great, but they'll never go for it." However, administrators unanimously encouraged the Center to go on with the planned program and indicated their willingness to support it back in the institution.

In addition to the one-day workshop for administrators, there were three week-long workshops to be held away from the University campus. These workshops were to be geared for middle management and the curriculum was to be presented in more depth than was presented to the administrators. The reactions of the middle management personnel were also to be elicited concerning whether the material was worthwhile; what kinds of changes should be made before the program started; and what kind of support might training officers receive from middle management when they returned to the institution with this kind of information and with intentions to implement changes in training.

The first of these workshops was held in January in Lawrence, Kansas. Representatives were in attendance from Kansas, Iowa, Missouri, Oklahoma, and Nebraska. The second was held at Indianapolis, Indiana, and although Kentucky and Tennessee were invited to participate, only representatives from Indiana were in attendance. The third program was held at Joliet, Illinois. At both the Indiana and Illinois programs, there were representatives from most of the institutions in the state. In each of these programs, written evaluations were requested. The evaluations were favorable. The major criticism was that the presentation should have expanded more of the topics. This comment did not recognize the fact that the brief workshop was a capsule of a nine-week program. The second reaction was that the ideas presented at the workshops were good but that the wardens or the directors would never accept them.

Time and again, Center staff were made aware of this dichotomy--representatives of two levels of an organizational status hierarchy feeling something should be done to improve certain conditions, each of the groups contending the other level would not support the particular strategy of reform. Cited above was the example of administration and correctional officers, both feeling the proposed curriculum was good and both thinking the other would not accept the concepts. This attitude was manifest in a number of areas. To name a few, administrators and security staff would voice the desire for dialogue on custody procedures. Recognizing that executives did not directly experience security problems, the administration would solicit from security staff recommendations for improvement. Meanwhile, the security staff internally discusses ways of improving the custody routine but does not pass suggestions "up the line" in response to the invitation of the administration. Seemingly, neither area is able to "make connection" with the other--but both express dissatisfaction with what they perceive as the other's truculence.

Similar breakdowns in communication exist between other organizational segments of the institution, including education, treatment, security, industry, and top-level administration. Needless to say, the phenomena has a depressing effect on morale.

The situation offers opportunities to inmates who are skillful in playing one group of officials against another group to achieve inmate purposes.

This communication gap and the climate of mistrust is not restricted to prisons. In discussing this problem, Center staff with previous work experience in other settings cited examples occurring in schools, industry, the military services and governmental agencies. However, the staff felt the issue must be confronted and training officers taught to confront it.

The approach adopted was to be one of inculcating a greater sense of acceptance. That is, if either or both sides express a desire or willingness to accept change or be responsive to suggestions, everyone must act on the assumption that the other party is sincere in seeking reform.

The attitude of acceptance is the exact opposite of the traditional negativism which labels as "window dressing" the stated support for reform expressed by other parties. First, training officers had to learn to listen, then to be accepting and encouraging in discourse with other parties. In the course of this learning of new attitudes, the training officers must acquire a capacity to distinguish between his values and the ultimate purposes a particular prison program is intended to achieve. Finally, the officer should develop a willingness to accept as sincere the other party's professed support for desired changes. Such willingness opens the way to a set of interactions among the parties to carry out a program of reform in a realistic fashion.

CHAPTER III

THE INSTITUTE

PARTICIPANTS

Representatives of the Governors' Midwest Conference Region were eligible to participate in the nine-week program. States in this Governors' Midwest Conference Region included Texas, Oklahoma, Arkansas, Louisiana, Wisconsin, Michigan, Illinois, Indiana, Kansas, Nebraska, North and South Dakota, Minnesota, Iowa, Missouri, Ohio and Kentucky. (Appendix II) Thus, there were eighteen positions available for a total of seventeen states. South Dakota reported an inability to participate because of budgetary restrictions. With only thirty-five employees on the entire staff in the prison system, Arkansas declined the invitation to participate because of the insufficiency of custodial personnel to be trained. Missouri decided their present training program was sufficient. Although not included in the Governors' Midwest Conference Region, several states, (notably Tennessee, Virginia, North Carolina, and New Jersey) contacted the Department of Justice and Southern Illinois University to determine whether they could be included. Tennessee was invited to fill an opening. A last minute cancellation by Louisiana allowed Virginia to participate.

The training officers represented a diverse group. (Table I)

TABLE I

TRAINING OFFICER STATISTICS (N=17)

AREA	MEAN	RANGE
Age	38	25-49
Years in Corrections	4.4	1-10
Married	All	
Children	1.8	1-5
Salary	$557	$290-$1070

In terms of education, two participants had the G.E.D. high school equivalency. Seven had completed college including one with a Masters Degree in Industrial Psychology. Of the ten with a high school diploma or its equivalent, only two had any college work. Of the seventeen, four had had no experience in supervising inmates while ten had some full-time inmate supervision experience. Eight had no experience in supervising employees.

As evidence of its support for this program, Southern Illinois University leased a three-story dormitory for the Center. One floor of the dormitory was to be used for the housing of long term (9 week) participants, one floor for Center staff offices, and one floor for graduate students and laboratory activities. Two large rooms (20 x 50 ft.) had been designed for dining room and living room. These were converted into classroom spaces. Thus, the entire program was self-contained within a single building.

Participants were encouraged, but not required, to live in the dormitory. Thirteen of the seventeen participants decided to live in the dormitory with two to a room. This was about the only way that the $75 stipend could be stretched to cover living expenses.

THE FIRST SIX WEEKS

The first week was intended to establish a pattern for the program, to introduce the participants to the variety of topics that they would be exposed to during the first six weeks and to direct the participants' attention toward their own student teaching experience which was to take place six weeks hence. The student teaching experience involved the participants in the selection of topics for presentation to a group of correctional officers who would be brought to the Center to serve as students for the trainees. The topics were chosen from the larger number of topics presented during the first six weeks of the program. In the selection of topics, the Center staff avoided security and custody matters for several reasons. First, few university personnel are schooled in custody techniques. Second, these techniques tend to vary from state to state and even institution to institution. Third, and most important of all, the Center staff felt that the participants must be directed toward the teaching of unfamiliar material to increase their confidence in handling topics not currently included in in-service training of correctional agencies. This last reason was most appropriate to the long-term purpose of the project and most meaningful for accruing learning benefits for the participants. At the end of the student teaching, participants expressed the opinion that this deliberate emphasis on teaching of unfamiliar materials had overcome their reluctance to experiment in their own training programs. The complete schedule, as distributed to training officers, is found in Appendix III.

The first week of the program involved an orientation to the total program, testing, tours of the facilities of SIU in Carbondale, an introduction to teaching techniques (particularly to the use of audio-visual equipment), and lectures on the evolution of prison systems. Tours of the federal penitentiary at Marion and the Illinois penitentiary at Vienna, Illinois, included critiques in joint session with institution staff. Friday and Saturday of the first week were taken up with role playing and group dynamics sessions conducted by consultants from the St. Louis State Hospital.

The second week concentrated on the history of corrections, the changing role of the correctional officer and group dynamics. The inclusion of group dynamics served as a carryover of the first week (role playing) and an introduction to one of the main themes of the program -- the influence of groups on individual behavior.

The third week dealt with social class, group structure and communication. Emphasized in this section was how membership in groups affected behavior, learning, attitudes, perception and communication.

PRE-RELEASE
1. Employment
2 Laws
3 Money
4 Family
FIRE

Picture No. 1

A demonstration of the use of consultants as Dr. Johnson, SIU and Mr. Rector, NCCD, discuss community correctional programs.

The fourth week concerned correctional programs for both staff and inmates. This topic directed attention toward innovative programs meriting further study by training officers as a source of demand for in-service training. Many of the persons needed to staff innovative programs would have to come from the ranks of existing correctional personnel.

Training officers could play a significant role in preparing staff for entry into such programs.

The fifth and sixth weeks were devoted to instructional methods and selected topics of interest to corrections.

STUDENT TEACHING

As indicated earlier, trainees were given student teaching experience to provide opportunities for experimentation and testing of newly acquired instructional skills. To provide a student body for the trainees, each state was allowed a quota of three correctional officers who would attend a two-week institute. In planning the Laboratory, the Center had intended these correctional officers would have less than three years experience as prison employees. The assumption was that inexperienced persons would be more typical of the classes found in usual prison in-service training programs. Furthermore, it was the feeling of Center staff that training officers would be more comfortable dealing with less experienced personnel. In actual practice, however, administrators preferred to send more experienced men with the idea that many of the experienced personnel would benefit from the curriculum, particularly in terms of presentations on the importance of staff attitudes in dealing with inmates. Table II demonstrates that the correctional officers, on the average, had had more experience as prison employees than had the training officers. The two groups were about the same in terms of age.

TABLE II

CORRECTIONAL OFFICERS (N=43)

AREA	MEAN	RANGE
Age	37	25-59
Years in Corrections	4.4	1-18
Married	39 Yes	4 No
Children	2.2	0-9
Salary	$532	$240-$752

The educational level of the correctional officers was much less than that of the training officers. Two had less than an eighth grade education, six had completed some high school, twenty-one had graduated from high school while fourteen had some college. Of the forty-three, nine had no experience in supervision of employees and twelve occasional experience. Twenty-two were full-time supervisors. Two correctional officers were also training officers at their home institutions.

Initially the student teacher situation was complicated by the relative status of trainees and correctional officers in terms of experience and age. There was some hostility toward the idea of being taught by their peers. Much of this hostility dissipated by the end of the first day as the line officers recognized the novelty of the lesson topics and the competency of the student teachers. Two correctional officers continued to be hostile. One of them attempted to disrupt the training sessions. Training officers met with staff to consider means of handling this hostility which is apt to occur in their own training programs. Staff conducted a video-taped sensitivity session with four correctional officers including the one who was causing the difficulty. The training officers and the other thirty-nine correction officers observed the session. This process will be described in detail in the section on training techniques. Essentially, group discussion of the four officers was video-taped. The discussion was followed by a play-back of the tape. Staff stopped the tape at critical incidents to question the discussants about their behavior and reactions, to indicate group process and communication patterns, and to cause participants to explain and justify their behavior as it appeared on the television screen. At the end of the session the dissident officer approached staff to explain that this had been one of the most valuable experiences in his life. He stated he had not been aware of how hostile and negative he was and that he hoped to be able to return to the nine-week program. He also expressed these views to his immediate supervisor who visited the Center as a middle management representative.

The correctional officers were required to keep daily logs to record their appraisal of each of the learning experiences of the day. They were asked to offer constructive criticism of the instructor, his techniques, and their receptivity to the topic. Generally the diaries were very positive. The seventeen training officers demonstrated competence in presenting material, in conducting demonstrations, in preparing the supplementary audio-visual materials, in integrating this material within formal presentations, and in making the presentation pertinent to institution job requirements. On their return to their home states, several of the training officers wrote unsolicited positive reports to their directors. Copies of these letters were shown to Center staff on follow-up visits. The sincerity of these testimonials is suggested by the fact that copies were not sent to the Center.

MIDDLE MANAGEMENT INSTITUTE

The final week was a combined institute for training officers and middle management. Training officers discussed with management some of the newly-learned techniques they hoped to implement in their home state. Discussions centered around the purchase of equipment and materials and inclusion of new curriculum in training. Comments were elicited from middle management regarding what kinds of problems they anticipated when this material was inserted in the present prison program. Training officers were concerned over the support they might expect from management. Generally speaking, the response from management was favorable. Training officers were reminded of the "communication gap" and encouraged to act on the favorable response and not their projected perceptions.

In addition, two nationally known figures were scheduled for presentations. Dr. Ben Frank of the Joint Commission on Correctional Manpower and Training spent the day talking about the present state of corrections and made some projections regarding the future. Mr. Francis Neilson of the Berkshire Farm for Boys demonstrated his use of taped vignettes in a training program and also spent considerable time discussing community-agency relations. Mr. Neilson related experiences in soliciting commercial radio and television stations to engage in cooperative efforts with agencies. He also described the recruitment of volunteers and service agencies to participate in institution programs.

Generally the middle management program was well received. Several executives expressed a preference for a tighter scheduling of their relatively brief time at the Center, including evening programs. Another minority opinion was that less emphasis should be placed on the interaction between training officers, staff and middle management regarding the acceptance of new ideas and increased support of training programs by the correctional agency when the training officers return home.

TRAINING TECHNIQUES

A variety of training techniques were effective in the implementation of additional content within their own training programs. Because of the differing circumstances for training in the several states, trainers would differ in their selection among the techniques. The number of techniques taught permitted flexibility in such selection. In the brief period of nine weeks it would be impossible for the training officer to become skillful in a wide variety of approaches to training. However, through the selective process the training officer could become comfortable with several techniques which could serve as alternatives to the usual lecture approach. At the very least it was felt that all the training officers could be taught how to lead group discussion and effectively use resource persons. Training officers could be instilled with the need to orient himself and his class in the consultant's topic to enhance the effectiveness of his appearance. Trainers should be able to learn some additional techniques to improve the effectiveness of training.

It was decided to concentrate on the following techniques:

1. lecture
2. films
3. group discussion
4. slide presentations
5. role playing
6. audio tape
7. video tape.

Training officers were encouraged to develop their own visual aids. The philosophy of the Center was that this should be a "hands on" experience. Wherever possible, training officers should develop their own materials and experiment with a variety of teaching techniques themselves, rather than just see staff perform. One reason for this is due to the sparsity of training aids in the field of corrections and training officers will have to develop their own in the field.

With this in mind the Center organized two laboratories where training officers could experiment with audio-visual materials. Included was the planning of posters and bulletins to announce training programs and to convey conceptual ideas to trainees, making transparencies for overhead projectors, taking pictures with a 35mm camera for slides, and using pictures and models to supplement lecture materials. The training officers were encouraged to incorporate different and eye-catching designs, particularly with bulletins and posters. It was demonstrated that in order to use these visuals it was not required that the training officer be an artist. He could sketch the ideas and the sketches were usually found to be adequate to cover the topic. Alternatively, he could rely on staff or inmates in the arts and crafts shop within the institution (and most institutions have either sign painting or arts and crafts) and recruit their assistance to illustrate the visuals.

The lecture technique was used most frequently, both in the LEA institute and in existing training at prisons. Most instruction tends to be of a passive nature, that is the trainee sits in a room and absorbs material. Yet educational psychologists report that, as a general rule, students will remember

20% of what they hear, 50% of what they see, and 80% of what they do. The lecture is a valuable means of reaching large groups, but, to capture and hold the attention of the audience, the lecture should be supplemented with visual aids. If the lecture involved an institution activity each student should be given the opportunity to go through the activity. For example, the lecture might deal with shaking down an inmate or a cell. After the formal presentation, the class should be taken into the institution to shake down inmates and cells at random. If the presentation deals with the handling of firearms, then each trainee should handle the firearms, both in terms of shooting the weapon, as well as its maintenance, cleaning, and safety. If one is talking about security in the institution, photographs or objects can be exhibited on incidents where security had been broached within that particular institution. Other attention-getting devices for lectures would be newspaper clippings, photographs, and stories by experienced staff regarding attempted escapes, attacks on staff and inmates, and weapons and keys which inmates have manufactured.

A number of training programs currently use films. Generally the films are shown to a class, the training officer follows the presentation asking "Are there any questions?",and the class is dismissed or goes on to the next topic. Training officers were shown more effective use of films through preview, selection of important themes or highlights, and a drafting of questions around these key issues. Before the film is shown, a class should be briefly oriented concerning reasons the film is being shown and the important themes the class should expect to see in the film. At the film's completion, the training officer leads a discussion and asks questions regarding the film presentation and its application to corrections.

Southern Illinois University has an extensive film library, including 40 to 50 films pertinent to the field of corrections. These films were shown two nights a week to all training officers to familiarize them with the variety of films available to the field. The sessions served to demonstrate the use of discussion techniques. The success of this phase of the Institute is suggested by sharp increase in demand for these films. Before the Institute our Center staff borrowed them from the University film library. Since the Institute has been completed the films must be booked several weeks or months in advance because they are now being distributed all over the country. In addition a number of training officers with extensive programs are purchasing those films they thought most useful to their program.

The discussion group was another technique which received intensive use in the first institute. Its purpose was to get as much involvement as possible among training officers in each and every topic. It was also planned to demonstrate the effectiveness of assignment of topic discussion responsibility as a means of keeping students alert. This technique can be used to demonstrate to the training officer that the trainees have grasped the material being presented and are aware that the material has some relation to the job situation. Finally, the discussion group is one of the easiest places for the trainee to expose his attitudes and biases which in turn gives the training officer the opportunity to work in this crucial area.

The use of 35 mm slides in training programs was demonstrated. This technique has been adopted by several of the participants. When an in-service training class cannot visit all of the institutions in the given state, the training officer can photograph the institutions, activities of particular interest, and organize a slide presentation giving the trainee the feeling of being a part of a state-wide organization. Training officers also recommended the presentation of a picture of the commissioner and governor in the welcome for each class. These pictures could be accompanied by a tape recorded welcome by both the governor and the commissioner. Training officers were shown how slides could be made from photographs in magazines and books to be incorporated in a lecture on the history of corrections or related to current issues.

The general objective of the Institute was to encourage training officers to get involved in as many "doing" teaching techniques as possible. This not only involved the trainees themselves shaking down inmates but also involved role-playing to give the trainees practice in handling situations which arise recurrently within the institutions. While role-playing may also be designed to display the trainees' personal interaction with a focus on interpersonal skills, attitudes and values, it can also have the effect of giving the trainee practice in handling unpleasant situations and making on-the-spot decisions. The training officers were encouraged to design role-playing incidents involving situations which had occurred in their own institution setting. To avoid unnecessary confusion, correctional officers in training should be assigned correctional officer roles and an experienced staff person or possibly an inmate should be assigned inmate roles. The person playing the inmate role would be prompted to cause an incident around some topic, then to "play it by ear" responding to the correctional officers' reactions. The training officer and the class would observe, analyze the correctional officer's behavior and explain alternatives. Thus the role-playing participants received feedback (informational observations) from the group involving their behavior in the situation, the probable results of the behavior, and alternative ways of handling the situation.

Role-reversal is a related technique particularly useful in an exploration of attitudes and values. For example, the correctional officer plays the role of an inmate and an inmate plays the role of a correctional officer. Role-reversal is also helpful in supervisors' training by having a supervisor reverse roles with a subordinate, playing out a critical incident and engaging in a feedback session. The role-playing was extremely popular among the training officers. Several employed role-playing during the student teaching experience and most have since continued to carry on role-playing in their own training programs.

Audio tape was used to record role-playing, interview, and counseling sessions. The tapes were then replayed in the class while the class critically analyzed the behavior heard on the tape. Other uses of the tape recorder included recording presentations by the guest lecturers and consultants. When the presentation was found to be extremely valuable, a permanent record of the presentation could then be kept for replay to other groups. Material of a fairly sensitive nature such as an interview of an inmate regarding inmate perception of the role of the correctional officer could be taped and insure the inmate of anonymity.

Finally the use of video tape was explored and demonstrated. The intent of the Center staff was to use the video tape as a means of demonstrating communication techniques, group techniques, the development of self awareness and to afford training officers the opportunity to observe and critique their own teaching skills. Due to the expense of the equipment it was felt that this was a device that the institutions would not be purchasing. Perhaps due to the novelty of seeing oneself on the TV screen the training officers became very interested in this tecnhique and several have expressed interest in purchasing this within their own institutional setting. Inquiries have since been received regarding the potential of this tool in training as well as for treatment and education of inmates.

While the video tape was used to assist training officers in improving their teaching skills, its most common use was the instantaneous replay of small discussion groups. These small discussion groups were designed as intensive interaction sessions patterned after structured T-groups. A staff person would lead a small group discussing a controversial topic. This group would be seated in front of the class with the necessary television recording equipment in full view of everyone. The purpose of the controversial topic was to encourage interaction and stimulate reactions, feelings and differing opinions. A controversial topic also diverted attention away from the television camera and the class to the small group. These small group sessions usually

Picture No. III

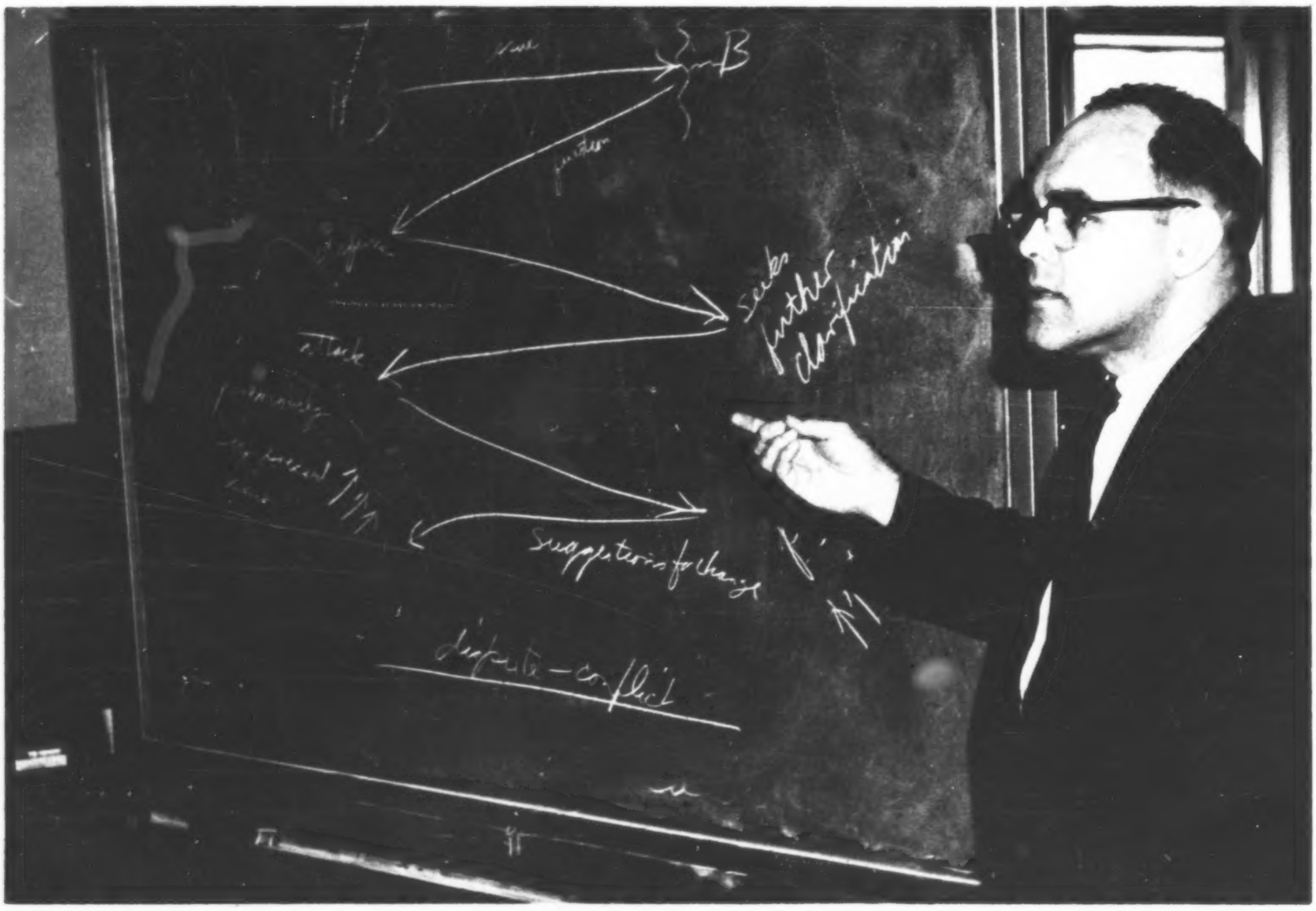
Class observing the video taping of a discussion (note TV monitor in back of room).

lasted thirty minutes. Then the tape would be rewound and a staff member would explain to the class the group dynamics, communication patterns, the obvious display of attitudes, values and biases and the reaction of group members to each other.

Picture No. IV

Explaining the dynamics of the group.

The class was impressed by the ease with which an individual presented his value system, how unaware each was of group phenomena and most importantly, how each could react to a stimulus and be unaware of his own actions or others reactions. This playback of video tape was frequently accompanied by a theory session in order to clarify human behavior.


B
seeks further clarification
attack
suggestions for change
dispute—conflict

Picture No. V

Dr. Grenfell explaining how conversation may become conflict.

RELATED ACTIVITIES

A number of social activities were also planned to help participants become more familiar with each other and staff. A second purpose was to assist in the personal adjustments incidental to a prolonged visit to an unfamiliar community. Activities such as picnics at the local state parks were planned. Participants themselves planned visits to neighboring institutions. Social hours were held at staff homes, and all participants had dinner at least once at the homes of two or three of the staff. As a result, the training officers demonstrated a greater identification with Center staff as teachers and instructors than they did with their own men, many of whom they knew and many of whom came from their own institutions. This identification was especially noteworthy during the period of student teaching experience. Visiting representatives of prisons remarked about the existence of this sense of identification. A number of participants also commented about this feeling in their diaries. It was usually recorded in terms of "I seem to feel a stronger identification with Center staff and with my peers than I do with the correctional officers who I know and have worked with over several years".

This concluded the first nine-week institute. As attested to by diaries, warm goodbyes and requests for future programs at Southern Illinois University, the experience was probably a good one for the training officers. However the real test of the attainment of objectives was yet to come. Center staff now had to evaluate the program and engage in field follow-up. Before the program could be considered successful, the University -- and the Office of Law Enforcement Assistance -- had to know if the content and techniques were being used in the field.

CHAPTER IV

EVALUATION

There were two kinds of evaluation planned for the Institute. The first revolved around paper and pencil tests and the evaluation of written materials submitted by trainers, correctional officers and management participating in the institute. The second which was felt to be even more crucial was a field follow-up in an effort to determine the impact of the Training Officer's Institute program on home institutions. In relation to the written tests, tests were administered regarding academic content, personality variables, attitudes and group processes. All of the tests were to be administered on a pre-and-post institute basis and where pertinent, six months later after field experience. These tests included an achievement test designed by staff to determine whether academic content was actually learned. This was supplemented by psychometric tests available on the market. The Edward's Personal Preference Schedule, a commonly used standardized test, provides fairly quick and convenient measures of relatively independent normal personality characteristics. The Helping Relationship Inventory is a measure of attitudes relating to techniques employed in working with people. The Hill Interaction Matrix, used to measure interaction within the small groups, was adapted to meet the needs for evaluating LEA training groups.

ACHIEVEMENT TEST

The achievement test developed by the Institute staff was designed to evaluate basic information regarding areas deemed to be important to training in the field of corrections. This sixty-one item objective test had questions relating to the history of corrections, group process, communication, guidance, and teaching techniques. Because participants came from a variety of educational backgrounds and experiences, there were no "pass or fail" levels for any of the tests. The Center's concern was to measure change or growth rather than comparing individuals. All seventeen of the participants scored higher on the second testing than on the first. In most cases, scores on the second test were considerably better than on the first testing. Those who scored lowest on the first testing achieved the highest gain on the second testing. (APPENDIX IX)

THE EDWARDS PERSONAL PREFERENCE SCHEDULE

The Edwards Personal Preference Schedule was the test designed to measure personality variables. This test was selected as one which is commonly used for research purposes and is supposed to "provide quick and convenient measures of a number of relatively independent normal personality variables."[1] The focus of this test is on the various behavior expressions of a normal population rather than being based on norms derived from an abnormal population. This emphasis made it appropriate for use in the institute. The test has fifteen scales: achievement, deference, order, exhibition, autonomy, affiliation, intraception, succorance, dominance, abasement, nurturance, change, endurance, heterosexuality and aggression. For a description of the scales the reader may consult any standard text on tests or the publisher's Test Manual Edwards Personal Preference Schedule.

Center staff were interested in determining if there were significant differences between corrections personnel and the general population norms as established by the Edwards. Staff were also interested in determining if the nine-week experience might result in some changes on the test profile.

The test data indicates that there are significant differences, as measured by the Edwards, between the training officers, correctional officers and middle management. The significant differences between the training officers and middle management fall in the areas of deference, order, exhibition, and heterosexuality. Of these, probably the most interesting score is that of deference, indicating that the training officer is much less apt than either the correctional officers or middle management to secure suggestions from others and defer to their leadership. It may be that the training officers recognize the necessity for change in the quality of training and as a consequence, within limits, may be pursuing a relatively independent course. While the difference is not significant, training officers scored lower on this scale than did the general adult population. Supporting this trend toward independence is a relatively low score on the orderliness scale. Middle management seems to perceive a need for tight scheduling and organization that the training officers appear to reject. By the same token, the training officers appear to have a much higher need for exhibition and to be concerned about their appearance and being the center of attention than does middle management. This difference may be due to the training officer's perception of what a classroom teacher should be. The training officers also see a much greater need for masculinity in their roles than does middle management. It would appear that the training officers are comfortable with many of the qualities which the Center staff see as being necessary for training in a corrections setting (that is, flexible, open to change, questioning, and challenging), but appear to be least comfortable with the implementation of these ideas in a corrections setting. These differences are accentuated by the significant differences in the areas of deference, order, exhibition, and change. It may well be that while the training officer can accept the idea of innovative approaches to training and content, he may well have some reservations regarding the acceptance of these ideas in his work setting. This is further accentuated by the number of differences between the training officer and the correctional officer with whom the training officer will be doing most of his work. The differences between the trainer and the correctional officer on one hand and the trainer and middle management on the other, would create a tenuous environment for the most secure.

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[1] Edwards Personal Preference Schedule Manual, The Psychological Corporation, New York, 1959, p. 5.

Noteworthy among these differences are the areas of deference, exhibition, autonomy, intraception, succorance, dominance, and abasement where there were significant differences between the training officer and the correctional officer. It would appear that the correctional officer perceives himself as being in need of a great deal of structure and orderliness where he is unable to come and go as he pleases and unable to criticize individuals in a position of authority. And while he may be concerned about analyzing other's motives and feelings, and particularly being suspicious about them, he is unwilling to offer encouragement and sympathy to those in need. As is typical of all three in corrections, he has a need for dominance and an unwillingness to even discuss or argue his point with those with whom he works and in a punitive sense feels that those who do wrong must accept the blame and feel guilty for it. (Table III)

There are significant differences between corrections personnel and the general population. These differences are in the areas labelled autonomy, affiliation, intraception, succorance, dominance, nurturance, and heterosexuality. Corrections personnel scored significantly lower than the general adult population norm in autonomy, affiliation, succorance, and nurturance. According to the area

TABLE III

MEAN SCORES FOR CORRECTION PERSONNEL ON THE FIRST ADMINISTRATION OF THE EDWARDS PERSONNEL PREFERENCE SCHEDULE

		MEAN SCORES		
EPPS VARIABLE	ADULT (General)	TRNG. OFF. N=17	CORR. OFF. N=43	MDL. MGT. N=13
1. Achievement	14.79	16.29	15.35	15.69
2. Deference	14.19	13.65*	14.56**	16.00***
3. Order	14.69	13.18	14.02**	16.23***
4. Exhibition	12.75	12.59	13.12**	10.54***
5. Autonomy	14.02	10.88*	12.72**	11.08
6. Affiliation	14.51	12.71	12.81	13.62
7. Intraception	14.18	19.00	16.23**	20.38
8. Succorance	10.78	9.00	8.58**	8.31
9. Dominance	14.50	18.94*	17.14**	19.46
10. Abasement	14.59	12.35*	15.14**	12.85
11. Nurturance	15.67	13.53	13.14	15.00
12. Change	13.87	14.29*	14.00	12.38
13. Endurance	16.97	15.88*	17.28	17.08
14. Heterosexuality	11.21	14.29	13.33	8.46***
15. Aggression	13.06	13.71	13.47	12.62

* indicates a significant difference between the TRNG OFFS. and CORR. OFFS. on that particular scale.

** indicates a significant difference between the CORR. OFFS. and MDL. MGT. on that particular scale.

*** indicates a significant difference between TRNG. OFF. and MDL. MGT. on that particular scale.

All differences are significant at or beyond the .10 level of confidence.

descriptions in the Edwards Manual, this might indicate that, compared to the general population, prison personnel were apt to feel restricted in their ability to come and go as they please, to need structure, and feel unable to criticize authority figures. They may be less able to freely form friendships and may be guarded in their relations with others. It is likely that prison personnel feel more uncomfortable than the general population in their ability to give or respond to affection or assist those who are less fortunate than they.

On the other hand, prison personnel scored higher than the general population in intraception, dominance and heterosexuality, indicating a group tending toward high masculinity, feeling suspicious of other's motives, and desiring to dominate situations so that they do not have to argue or defend a position. Thus, the Edwards gives us a picture of personnel tending to be strong, masculine, dominant, cautious individuals who desire a good deal of structure. (Table III)

In terms of significant changes as a possible result of the nine-week institute, there were only two areas, change and heterosexuality. Training officers moved in the direction of being more acceptable of change and willing to experiment with new and different ideas and things. This was certainly one of the aims of Center staff. Training officers also moved toward a desire for more heterosexual activities, that is, to become involved in activities with the opposite sex. This was not one of the aims of the institute but may be explained by the fact that the men were away from home for an extended period.

There is also the possibility that, since prisons tend to be one-sex communities, the experiences at the institute tended to reduce the isolation of the participants from the attitude currents of a normal community. The greater heterosexual interest could reflect a greater self-identification of this occupation group with the qualities of the social universe outside prison walls. Such expansion in perspective would be consistent with the ultimate purposes of the institute.

Since the Manual for the test indicates a fairly high reliability or stability coefficient, it is surprising that significant changes would occur over a relatively brief nine-week period. The stability coefficient for change is .83 while for heterosexuality it is .85.

In terms of the six month follow-up, there are a number of fascinating trends. Here the word trends needs to be emphasized since the differences in the mean scores are not great enough to be significant beyond the .10 level of confidence and the N is quite small. On nearly every scale the training officer approaches the general adult male norm. What is there tends to be a decrease in the high scores and an increase in the low scores, which makes the training officer look more like the general adult male population as measured by the Edwards Personal Preference Schedule (Table IV). The exceptions to this are in the area of dominance, abasement, endurance, and heterosexuality. It would appear here that the training officer feels a real need to be a leader in his group and to influence the group in a specific direction much more than the general population. The decrease in scores on abasement would tend to indicate that the training officers have received more confidence in their ability to handle situations with peers as well as superiors, although the increasing low score in endurance indicates a lack of persistence on the job, possibly due to a perceived lack of support on the part of staff or administration for their positions. This last impression is not supported by other follow-up data. In most cases,

TABLE IV

MEAN EPPS SCORES FOR TRAINING OFFICERS FOR THREE ADMINISTRATION OVER A SIX MONTH PERIOD

		MEAN SCORES		
		TRAINING OFFICER		
EPPS VARIABLE	ADULT MALE (General)	1st ADMIN.	2nd ADMIN.	3rd ADMIN.
1. Achievement	14.79	16.29	17.18#	15.88-
2. Deference	14.19	13.65	12.35	13.88-
3. Order	14.69	13.18	12.29	14.00-
4. Exhibition	12.75	12.59	12.65	13.13
5. Autonomy	14.02	10.88#	11.12	11.00-
6. Affiliation	14.51	12.71	13.35	14.69-
7. Intraception	14.18	19.00#	19.29#	17.63-
8. Succorance	10.78	9.00	8.65	9.63-
9. Dominance	14.50	18.94#	20.18#	19.88-#
10. Abasement	14.59	12.35	11.00	10.63#
11. Nurturance	15.67	13.53	13.76	13.81-
12. Change	13.87	14.29	11.82*	12.50-
13. Endurance	16.97	15.88	12.76	11.56*#
14. Heterosexuality	11.21	14.29	19.88*	19.13*#
15. Aggression	13.06	13.71	12.76	11.88

1st ADMIN: At beginning of training.
2nd ADMIN: At termination of training.
3rd ADMIN: During six month follow-up period.

* indicates a difference significant at or beyond the .10 level of confidence from the first test administration.

# indicates a difference significant at or beyond the .10 level of confidence from the general adult norm.

- indicates a trend toward the general adult norm.

training officers receive a great deal of support from staff and administration for training. If anything, this score may be indicative of the increased work load being placed on most training officers which prohibits their staying on any single task. Training officers are asked to conduct training and lead tours, be public relations officers, write job descriptions, and a myriad of other tasks which the trainer may not see as related to training.

At this point the reader should be reminded that the number of cases (N) in this group is small. Thus, the conclusions drawn from the data are tentative. Nevertheless, they do confirm impressions formed by Center staff on visits to prisons.

HELPING RELATIONSHIP INVENTORY

The Helping Relationship Inventory is a test used to indicate working attitudes toward people. There are five categories: understanding, probing, interpretive, supportive, and evaluative. The basic assumption of the test is that it is most desirable to be understanding when working with people, and the scales decrease in desirability toward evaluative. Understanding means the relationship is one of trying to understand the behavior of another and work with it without forming value judgements or comparisons. Evaluative is evaluating the person's behavior in terms of good-bad or right-wrong, the evaluations based on one's own value system without trying to understand the basis for another's behavior. The Helping Relationship Inventory contains twenty-five forced choice items which are evaluated in terms of the five above-mentioned scales. The test consists of human relations situations, and the examinee is given the opportunity to respond as to how he would handle the situation (sample questions may be found in the test appendix). Thus, understanding involves trying to understand how the individual concerned sees the problem and feels about it; probing involves groping for more information; interpretive involves explaining the meaning of the situation to the client; supportive involves trying to make the client feel better, to lessen his intensity of feeling, to pacify him, or to reassure him, while evaluative indicates that the examiner has made a judgement of relative goodness or rightness about the situation and that the client should respond in a specific manner. Low scores indicate a preference for responding in the manner indicated by that specific category. High scores represent a lack of preference or rejection for responding in that specific manner. Normative data indicates that professional counselors and counselor-trainees tend to show a preference for responding in the understanding mode.

The Helping Relationship Inventory was given to each group at the beginning of training and again at the termination. In addition, the training officers were administered the test approximately six months later to determine if any of the changes which were measured after the first nine-week period were still in effect or if the influence of the institution had caused them to regress to a pre-institute level.

For the first administration the profiles of training officers and middle-management were relatively similar. However, the correctional officers differed significantly from the other two groups. (Table V) In addition, the correctional officers who were administered the test two weeks later experienced no change in their modes of responding to the Helping Relationship Inventory. The training officers shifted significantly. On the pre-test the training officers tended to be evaluative and judgemental but moved to understanding and probing to gather more data on the post-test. This change was significant at the .01 level of confidence indicating that the changes which occurred were beyond being due to chance. Also, on the last test administered six months after the training institute there was a tendency towards less variability in the standard

TABLE V

MEANS FOR THREE CORRECTIONAL GROUPS ON THE HELPING RELATIONSHIP INVENTORY

AREA	TRNG. OFFS. N=17	TRNG. OFFS. (POST-INST.)	PRE-TEST CORR. OFFS. N=43	MDL. MGT. N=13
Understanding	72.29	61.57*	90.77	77.54
Probing	60.35	59.20	70.09	66.00
Interpretive	78.65	80.79	75.67	81.92
Supportive	84.82	89.01*	74.02	75.54
Evaluative	76.47	85.72*	65.14	74.00

*indicates difference significant at the .01 level of confidence

MEANS AND STANDARD DEVIATIONS FOR REPEATED ADMINISTRATIONS OF THE HRI TO TWO CORRECTIONAL GROUPS

	--------------Training Officers-------------						----Correctional Officers----			
	March 20		May 1		May 19		May 1		May 19	
AREA	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
U	72.29	24.83	64.65	27.37	63.88	28.15	90.77	14.28	91.58	15.24
P	60.35	9.91	59.35	15.48	59.59	17.41	70.09	11.61	66.49	14.71
I	78.65	9.11	81.53	12.29	78.12	10.87	75.67	7.89	76.16	8.65
S	84.82	11.85	87.18	13.37	89.12	13.42	74.02	10.06	74.47	10.64
E	76.47	15.62	82.29	15.38	84.29	13.89	65.14	10.59	65.84	12.89

deviation of the responses. Thus, the training officers became more understanding and probing as a result of some of the experiences of the nine-week period, and their mode of responding tended to remain the same after a six-month period back in the field. The reduction in standard deviation is also indicative of a consensus of opinion on the test. There was only one administration of the test to the middle-management group because the group was small, and the middle-management were only on campus for a one-week period of time. It is not surprising that the correctional officers did not make a shift. The correctional officers were on campus for a two-week period, and the entire emphasis on their experience was didactic instruction. The correctional officers were to receive training experience but more importantly they were to serve as students for the training officers in their student teaching experience. The correctional officers did not receive the intensive concentration on attitudes, values, communication, role-playing, group discussion, and sensitivity experiences that the training officers experienced. Although correctional officers did receive a smattering of the above, it probably would have been remarkable if the correctional officers had shifted their mode of response.

HILL INTERACTION MATRIX

The Hill Interaction Matrix is a group therapy tool used to measure whether individuals spend group time talking about mundane items, pertinent topics, or themselves. The Center's adaption was an effort to determine if the entire group discussed pertinent topics like prisons and "my role" or non-pertinent topics like weather and sports. There were significant shifts during the first week toward the area of serious discussion of the topic, "my role" and "my reaction". This is undoubtedly due to the two-day role-playing experience. The groups then tended to stay at this work level through the entire institute.

The Hill Interaction Matrix is a difficult tool to handle statistically. The matrix consists of a four by five graph, and the individual's responses are plotted on the graph. Theoretically it is possible for an individual's responses to be placed in any one of twenty boxes. Actually the responses probably shift back and forth between two or three areas in any single meeting. The Center staff's concern was that in discussion the group learn to stick to the topic and develop some understanding of group phenomena. Hence, on the matrix it was hoped that the group would stay in the speculative area, or areas 1D through 4D. (Table VI) After the second week the

TABLE VI

HILL INTERACTION MATRIX

			Non-Member Centered		Member Centered	
			Topic	Group	Personal	Relationship
			I	II	III	IV
Pre-Work	Responsive (Question & Answer)	A	IA Direct Answer (Topic)	IIA Direct Answer (Group)	IIIA Direct Answer (Person)	IVA D.A. (Group Interaction)
	Conventional (Socialization)	B	IB (1) Social Conversation	IIB (2) Group Dis-satisfaction	IIIB (9) Supportive Grp. Maint.	IVB (10) Supportive Grp. Maint. (Joking)
	Assertive (Argumentative)	C	IC (3) General Assertive Statements	IIC (4) Grp. Assert. Statements (Hostile)	IIIC (11) Personal Attack	IVC (12) Arguing
Work	Speculative (Intellectual-ization)	D	ID (5) Pertinent to Field	IID (4) Unknown Dis-satisfaction Anxious	IIID (11) Intellectual Understanding of Member	IVD (12) Int. Under. of Relation.
	Confrontive (Reality Testing)	E	IE (7) Relating Topic to Indiv. and Vice Versa	IIE (8) Explores Dissat. With Group	IIIE (15) Individual Problem (asks or gets help)	IVE (16) Interpersonal Confrontation

training officers seemed to sense the importance of staying on the topic and occasionally confronting a disruptive or argumentative member with his behavior. It appeared that the training officers recognized that they needed to learn to stick with the topic early in the training sessions if they were going to successfully lead discussion groups within their own setting. The Hill Interaction Matrix proved to be an interesting and challenging tool for use but also proved to be quite cumbersome and difficult to handle. In addition, the instructor and the observer's evaluation of each member's group interaction correlated to a very high degree. While the tool gave staff some standards or points of departure from which to observe the phenomena, it was found that the time and effort expended did not warrant its continued use in future institutes.

OSGOOD SEMANTIC DIFFERENTIAL

The Osgood Semantic Differential is not a test, but rather a very general way of obtaining information regarding attitudes toward a topic. It is a highly generalized technique of measurement which it was felt could be adapted to meet the requirements of the Institute. The usefulness of the Semantic Differential had previously been demonstrated in correctional research. The scale had been used previously in a correctional setting by

Fiedler and Bass[2] and Glaser[3]. The test consists of twenty-five pairs of bi-polar adjective scales which are graded on a six point continuum as found in Osgood, Suci, and Tannenbaum.[4] The twenty-five sets of bi-polar adjective scales were applied to four topics: prisons, correctional officers, administrators, and inmates. It was hypothesized that the training officers' attitudes on the four topics would shift from a negative toward a positive direction over the nine-week period of time. There was a shift on each of the four topics in a generally positive direction; however, the over-all responses were not statistically significant for a group this small.

DIARIES

Training officers were required to keep daily diaries which were collected weekly and circulated to all staff. They were asked to respond to feelings and attitudes about each day's activities and were instructed to be constructively critical so that any deficiencies or weaknesses in the program could be strengthened. At first, some of the training officers could not believe that the staff desired an evaluation of their own program, and the initial diaries tended to be descriptions of the program. When this matter was cleared up, the diaries then became specific and tended to be highly positive toward over-all content and technique although they were occasionally negative about specific items. In light of the heterogeneity of the participants in terms of their experiences, education, and prison background, one would expect disagreements in evaluations of specifics of curriculum. In actuality, there was amazingly high agreement as to what was good, what was poor, and what was relevant within the Institute program. The content of the diaries was discussed with training officers to demonstrate that the training officers' attitudes, opinions, and questions regarding personnel and curriculum were considered to be important to staff. Training officers' comments, particularly negative comments, were discussed at least weekly with training officers. Where possible, changes were made in the curriculum and the program. Otherwise, an explanation was given to training officers regarding the quality of the program and its necessity for being incorporated in the curriculum even though it appeared not to be related. Training officers found the diary experience to be so valuable that many of them have incorporated the use of the diary in their own institutional training programs.

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[2] Fiedler and Bass, Delinquency, Confinement, and Interpersonal Perception, Technical Report #6, Group Effectiveness Research Laboratory, University of Illinois, 1960.

[3] Glaser, The Effectiveness of a Prison and Parole System, Bobbs, Merrill, 1964.

[4] Osgood, Suci, and Tannenbaum, The Measurement of Meaning, University of Illinois Press, 1957.

SUMMARY

The written tests and evaluations regarding the Institute were extremely positive. Next was to come the crucial test. The ultimate question of whether the Institute made a difference on the training officer's prison program had to be investigated. The six-month follow-up in terms of the written tests was positive. The significant changes which appeared to occur at the end of the nine-week training program generally "stuck" after the training officer returned to his institution and engaged in training at the institutional level. The crucial test, however, was whether or not the training officer was able to incorporate information from the behavioral sciences and some relatively new or different training techniques in his own program. On-site follow-up visits were planned so that each training officer would be visited and his training program observed where possible.

CHAPTER V

FOLLOW-UP

Probably the most crucial test of the effectiveness of the LEA Institute is whether the training officers who participated are using the content and the teaching techniques in their own prison training programs. The grant specifically required that field follow-up be accomplished by Center staff to help determine whether the nine-week institute had an impact on training. Now that this follow-up is complete, it is safe to say that the Institute has had an impact on training in terms of the use of variety of teaching techniques, the use of audio-visual materials to supplement content, and an increased emphasis on the behavioral sciences.

Generally, correctional staff have been receptive to attending in-service training programs. Evaluations of in-service training programs have elicited statements by security officers which exhibit such receptivity. Examples of such statements include the following: "For the first time I have some understanding of why I'm supposed to be doing the things I do," and "I feel better able to handle inmate problems," and finally, "For the first time in eight years I feel I am able to make a contribution to the rehabilitation of the inmates."

Indiana, Tennessee, Kentucky, Oklahoma, and one of the institutions in Kansas previously had very little formal orientation for new employees with the exception of on-the-job training. Since their representatives attended the institute, these states have added formal training to the previous on-the-job "training". Illinois, Iowa, Michigan, Minnesota, and Wisconsin have supplemented training programs with additional work from the behavioral sciences. Because Minnesota, Wisconsin, and Michigan already had an effective training program, these states probably have been most successful in employing behavioral science concepts. North Dakota and Kentucky have added evening training sessions in which most of the staff participate. About half of the content of training programs now consists of behavioral science related topics as opposed to only 20% before the program started. Several sample programs will be found in the Appendix. A detailed report on each state follows:

Indiana: The Indiana Reformatory now has week-long orientation programs to supplement on-the-job training for new employees. Mr. Shuler, the training officer, is planning in-service training for experienced staff and has been delegated responsibility for developing work guidelines for every position in the institution. The reformatory has spent over a thousand dollars on training films, aids, and materials to supplement Mr. Shuler's program. In addition, they are planning to purchase a video tape recorder for use in training staff and in the education and treatment of inmates. Mr. Shuler is working closely with Indiana State University which received the LEA state-wide training grant.

At the youth center, Mr. Johnson has organized week-long in-service programs for both new and experienced staff. The administration at the youth center felt that Mr. Johnson's curriculum was so new and different that all staff should participate. Due to the nature of the Youth Center and its goals, there is less of an emphasis on security. Mr. Johnson was able to devote most of his program to the behavioral sciences. Of all the training officers, Mr. Johnson has probably made the greatest utilization of role-playing, and staff response to this technique has been very positive.

Kansas: Mr. Banker at the Kansas Penitentiary has been appointed training officer to succeed a retiring training officer who had organized a program similar to those found in federal installations. Mr. Banker is slowly introducing changes into this program. These changes consist of some role-playing, an emphasis on the history of corrections, and the development and evolution of the role of the correctional officer. Mr. Banker is also participating in an exploration of pooling and sharing training resources with the United States Disciplinary Barracks at Leavenworth and the Federal Penitentiary at Leavenworth. Several meetings have been held between training representatives of each institution, and it appears that several cooperative efforts may ensue. They have started to share training films and materials, and are observing segments of each other's training programs. There is some discussion around the possibility of combining training to maximize the effect and resources in the Leavenworth area.

At the Kansas Reformatory, Mr. Pritchard has been named training officer, and has organized an extensive program where previously most training consisted of on-the-job experiences. Mr. Pritchard has been used in several statewide training programs for corrections personnel.

Tennessee: At the penitentiary at Brushy Mountain, Mr. Stringfield is the only training officer who had not been given the opportunity to organize a training program. During the follow-up visit Center staff were assured that Mr. Stringfield would be given this opportunity. However, administrative changes since that time have not enabled Mr. Stringfield to conduct appropriate training.

At the Tennessee Penitentiary in Nashville, Mr. Mills has received excellent support from the administration. He has been given a training office and classroom, plus several hundred dollars in materials and equipment. Mr. Mills is extremely active in designing transparencies for use with the overhead projectors, developing slide presentations, and in role-playing. He has both experienced and new personnel in his training program, which combines orientation and in-service training.

Illinois: Mr. Whitehead is a half-time training officer in the training program at Stateville Prison, Joliet, Illinois, where there is an extensive four-week training program consisting of two weeks of classroom materials and two weeks of on-the-job training. To the existing program Mr. Whitehead has added material on role-playing and history of corrections and has developed some visual materials to support the program.

Iowa: Mr. Guinn reported that he was dissatisfied with what he perceived to be lack of administrative support at the Iowa Reformatory. When the position opened as director of a conservation camp at McGregor, Mr. Guinn applied for and was awarded the position. At the time of the follow-up visit Mr. Guinn informed the Center staff that, since his staff at McGregor was small, he was unable to engage in staff training. He was using many of the techniques and principles learned at the Institute in working with inmates. Mr. Guinn was also serving as

training consultant for the present training officer at Anamosa. Since the time of the follow-up visit, Mr. Guinn has left Iowa and is now training director of the Wisconsin Correctional Academy at Elkhorn, Wisconsin. Mr. Guinn will be responsible for administrating the orientation and in-service programs at the Academy and hence, can still be considered to be in training.

Michigan: Mr. Griffin has been developing in-service training programs for the State Department of Corrections. Mr. Griffin works out of the Central Office and coordinates training programs for all of the state's institutions. In addition, he has been active in developing audio-tape vignettes of institutional critical incidents. These vignettes are open-ended, and Mr. Griffin has developed a set of questions that either he or the training officers may ask regarding the solution of the critical incident. The State Prison of Southern Michigan at Jackson also has closed-circuit television and video tape system, and Mr. Griffin has utilized these in his training program. Mr. Griffin has also been active in attempting to interest state universities in correctional training.

Minnesota: At the onset of the LEA Institutes, Minnesota probably had the largest training staff in the mid-west. A social worker was utilizing group dynamics and role-playing skills in training programs. On completion of his training, Mr. Cooper decided that his contribution to the existing program could be in the area of the development of the emerging role of the correctional officer and the history of corrections. Mr. Cooper has developed an extremely interesting format in this area, which deals with the basic premise that early criminals were either killed or sent to mines and galleys to work out the rest of their lives. There was almost no escape from either of these fates except to resort to violence. As a consequence, prisoners and slaves were treated as "dangerous beasts". In an effort to escape many became "dangerous beasts" which started a vicious cycle whereby all prisoners were regarded as being dangerous. This vicious cycle, according to Mr. Cooper, is being carried on to this very day. Mr. Cooper is making plans to continue his education and is attempting to secure a leave of absence from the State Department of Corrections, attend the University, complete his Master's degree, and then return to the Minnesota Department of Corrections.

Nebraska: Mr. Parrot has been acting as administrative assistant and training director for the Nebraska Penal Complex, which consists of the penitentiary, the nearby reformatory, and the Boy's Training School. Mr. Parrot has organized a number of part-time in-service training programs, and has received considerable administrative support. Mr. Parrot has been able to spend over a thousand dollars on training equipment and materials, and because the administration does have a commitment to training, they have sent another man to a subsequent institute so that Mr. Parrot may be relieved for more administrative functions.

North Dakota: On his return to North Dakota, Mr. Sprunk, the training officer, was named associate warden. Due to his recent training, his interest in improving the capabilities of staff and his own increased responsibilities in the area of custody, Mr. Sprunk has retained the training responsibilities. Because the North Dakota system is small, and it would have been impossible to organize week-long orientation classes, Mr. Sprunk organized a series of evening programs. Participation in these programs is encouraged but not required. Approximately 50% of the day-time staff attend the evening programs, and their response to the content and quality of the program has been positive.

Wisconsin: Mr. Jones is director of personnel for the Wisconsin Division of Corrections. In this capacity he has been responsible for training. Wisconsin has had an active in-service training program for several years. Mr. Jones' responsibility has been

to coordinate many of these training activities. In this capacity, he has consolidated training activities among several agencies connected with the Department of Welfare. It is not unusual to see staff members from mental hospitals, adult and juvenile institutions in the same program. Wisconsin is currently embarking on a state Correctional Academy. This Academy will be under the supervision of Mr. Jones, and he has hired Mr. Guinn from Iowa to be director of the Academy. This Academy will be established at Elkhorn, Wisconsin.

Oklahoma: Mr. Wright has been made training officer at the Oklahoma Penitentiary at McAlester. In this capacity Mr. Wright is organizing training programs and materials for the penitentiary. Mr. Wright has also been given the added responsibility of writing work guidelines for every post in the penitentiary. This may be an extremely time-consuming task. It is to be noted that several training officers have been given this responsibility, and it will enhance the training officers' knowledge of the responsibility of every post position. Mr. Wright is also indicating that he hopes to be able to go on to college to finish his Bachelor's degree.

Texas: Mr. Burgess is assistant training officer with the Central Office of the Texas Department of Corrections. In Texas the training department has its own building with classroom space and audio-visual aids. Men from all of the institutions participate in the pre-service training program at the central location. Up until the time of the Center staff visit to Texas, Mr. Burgess and his program had been deeply involved in training. However, summer with its vacations was approaching and there were budget cuts in the Texas system. Mr. Burgess and his supervisor, the director of training, had both been assigned to security positions in different Texas institutions. While it is expected that such an assignment to security is only temporary and for the summer, it will definitely have an affect on the morale of the training officers, and as a consequence, it would be hoped that the budget in Texas would allow for continuing these individuals in a training capacity. By the same token, it is to be pointed out that the need is certainly there. Texas is one of the few states in corrections which employs college personnel for both internships and summer time work experiences. This exciting and innovative approach of bringing in young, inexperienced workers to man positions in the institution certainly spells out the need for intensive, short-term training experience. Unfortunately, the Texas trainers have little authority in the in-service area. Every institution conducts its own in-service training and makes monthly reports to the Central Office. Without considerable support and supervision from the Central Office the quality of these programs will be quite varied. Although Texas is a large state and centralized training presents geographic problems, the desirability of such training warrants serious consideration of greater involvement of the Central Office Training Staff. Texas has already recognized the potential value of continuous in-service training in that it has required every institution to complete reports regarding a description of the program and the number of staff in attendance.

Virginia: Mr. Matney was a training officer in Virginia before attending the Institute. Virginia has a training center located at a road camp about fifteen miles from Richmond. The training academy consists of a classroom complete with audio-visual equipment, office space, a secretary, and dormitory space. It is probably the most complete establishment for centralized correctional training in any state. In addition, the Virginia Department of Corrections is planning a new facility. Mr. Matney has the support of his administration. The Virginia program is unique in that they have developed and held programs for non-corrections staff. For example, a three-day workshop for newly elected sheriffs and jailers was held last winter and was well attended and enthusiastically received. Mr. Matney also assists training officers at each of the institutions and is involved in the planning for an LEA state-wide training grant.

KENTUCKY: Mr. Dixon at the Kentucky Reformatory in La Grange has developed a forty-session weekly program. All officers must attend and the program is offered several times during the week. Mr. Dixon makes likened use of institution and community resources. In addition, Mr. Dixon assists in planning the annual program for the Kentucky Council on Crime and Delinquency. Mr. Dixon also assists in planning of the LEA state-wide in-service training programs.

During the follow-up visits Center staff spend a minimum of a full day and frequently two or three days at each location. Oftentimes staff are called upon to participate in training if there is a program at the time of the staff's visit. Center personnel are interested in the receptivity to training on the part of both the administration and prison staff. As a consequence, considerable time is spent interviewing both parties. In almost every case administration has been receptive to the idea of training and enthusiastic about the training conducted by their training officers. Administrators have demonstrated their support by allocating much needed space for training activities and by financial support far in excess of the matching commitment expected by the Office of Law Enforcement Assistance.

As stated previously, most of the staff have also been supportive of training. They found much of the content and manner of presentation to be exciting and stimulating. Prison personnel have informed Center staff that they are particularly interested when the training is related to their job activities. Staff felt that the programs which they observed in the institutions exceeded their highest expectations in terms of receptivity by administration and staff, in terms of content which is being incorporated in training programs, and in terms of a variety of teaching techniques which the training officers are now using.

GRADUATE STUDENTS

This program description or evaluation would be incomplete without reference to the outstanding work of many graduate students. Generally universities use graduate students as a means of obtaining relatively inexpensive "labor and legwork". Indeed this was done with the Institute as many hands were needed to haul video tape equipment, meet airplanes, plan housing, conduct tours, show movies and handle a hundred other mundane details that are necessary for the successful completion of a workshop of this kind. However, the involvement of graduate students was not just for "cheap labor". Rather, it was hoped that the exposure of graduate students to a correctional program, involving them with personnel from the field of corrections, would stimulate some to enter the field at a professional level.

It had been observed that there is little formal recruiting for professionals, especially those recent graduates. Entrance into the field tends to be haphazard with little formal preparation for the application of special skills and training to a correctional setting. Building into the grant places for a number of graduate students, provided the opportunity for exposure to correctional personnel and ideas, and opened the door to new employment opportunities. Thus, graduate students were recruited from a diverse variety of fields. Only a few had had exposure to corrections. As a result of the experience, particularly the contact with corrections personnel, nearly all became interested in the field. Many sought employment in corrections but were handicapped by age, sex or inability to find a position in an area of their choice. Two went directly to institutional settings, while most of the others are either continuing their studies or are in related fields. Thus the intent of this phase of the program can be considered to be a success. (APPENDIX VIII)

CHAPTER VI

SUMMARY AND IMPLICATIONS

Administrators demonstrated their interest and support for such a program by their participation in an administrator's workshop, assisting in curriculum development, providing financial support by continuing officers salaries while in attendance at the institute, and developing training officers positions for the man's return. Administrators acknowledged that training is not just important but crucial to the operation of a good correctional program, since inadequately trained staff create problems for inmates and staff.

Trainers become aware that there is more to training than locks, shakedowns, counts and control. Trainers learned that teaching involves more than just a lecture and audio-visual aids were more than just a movie. This learning was demonstrated by an increased use of different teaching techniques particularly group discussion, role playing, exams, diaries, and training tapes. The institution's training curriculum changed with an increased emphasis on understanding behavior, understanding the correctional process and understanding the dynamics of groups and supervision.

The correctional officers expressed a greater understanding of why they are supposed to do the things they do. They become aware that others in the field of corrections had an appreciation for the role of the correctional officer and saw him as something more than a turnkey. The officer, along with administration, perceived a need for more and better training as they recognized that many institution problems were generated by the way officers mishandled inmates or became too lax in their job. Such mismanagement on the part of a few officers could make a dangerous situation for the entire staff. Many of the correctional officers expressed the hope that they might return to future institutes in order to qualify as training officers.

Thus it would appear that by almost any standard the first institute for training officers was a success. More importantly, it would appear that the results of this program have some far-reaching implications for training.

1. The need for training will be accepted at all levels of institution hierarchy once it has been explained in clear and relevant language why training is important. That is, most personnel accept the oft-stated philosophy of correctional rehabilitation but fail to understand their role in the process. Most staff have seen dangerous situations created by others but often don't know how to remedy the situation. Most staff would like to communicate with other disciplines in the institution but don't feel welcome. Training may help solve some of the problems in each of these areas.

2. Training need not be a dull and sterile exercise. It can and should be an exciting process which involves all participants. Involvement -- and motivation -- does not come from a series of lectures but rather a variety of techniques which make each student active in the

training process. Learning takes place by doing, trying, and experimenting, not sitting and absorbing.

3. Training officers need not be college graduates. The qualities of a good trainer are imagination, innovation, and dedication. The institute and subsequent follow-up demonstrated that high school graduates with special training and the above qualities make outstanding trainers. Indeed many seem more relaxed with group discussion and role playing than with lectures.

4. Training should be conducted by those who are familiar with the institutional programs, goals, and philosophies, and more importantly by those who are familiar with the problems of the agency. Familiarization with the problems allows the training program to deal with problem areas.

5. Training must be flexible to allow for program modification to meet existing needs; otherwise training programs become outdated and irrelevant.

6. Evaluation must be built into the program to assist the training officer in designing programs to meet staff needs.

7. Upper level administrators must play a role in planning and implementation. Only their visible participation will convince the entire staff of administrators' belief in and support for training.

8. Training must supplement the security curriculum with a heavy emphasis on material from the behavioral sciences. Staff must learn to understand the problems related to communications, group pressure, institutionalization, supervision and human behavior.

9. Training can instill in staff a feeling of the importance of their role in the rehabilitation process.

10. Training can become an indispensable liason between administration and staff as the trainer makes administration aware of staff discontent and problems while interpreting administrative intent to staff.

11. Finally, training can become a means of communication and inter-relationships between all staff and departments as representatives of all areas participating in planning, teaching, and attending training programs.

Training is being seen as a means to all ends. Indeed, quality programs may serve as a panacea for the agency's problems. Here the word quality must be stressed. A quality program will assist materially in solving many of the institutions' programs by preparing staff to better cope with situations as they arise. Likewise a poor program will generate hostility for having to participate and namely continue the patterns of ineffectiveness.

Major problems still exist. While these problems may vary from state to state and institution to institution, some of the major ones appear to be:

1. The need for a clearing-house of information and media resource materials which are readily available to training officers. Information and Resource Centers would best meet this need.

2. Regional In-Service Training for Trainees should be established to allow training officers to periodically up-grade their skills.

3. Increased financial support must be furnished by the state to enable all staff to participate in in-service training.

4. There should be an increased emphasis on in-depth coverage of specific topics for in-service training for experienced staff.

5. Training officers should have the opportunity to visit other programs in order to stimulate them to become more innovative within their own program.

Training for correctional occupations has come a long way in the past few years. Most of this journey was financed by the federal government. Training still has a long way to go. Personnel in the field are receptive. Most see a need for training for themselves and others. Most feel that a wedding of university and corrections personnel would make an ideal blend for effective programs.[1] The time for development, support, and participation is now.

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[1] Corrections 1968-A Climate for Change, Joint Commission on Correctional Manpower and Training, Washington, D.C., 1968.

APPENDIX I

LEA STAFF

POSITION	NAME	
Administrative Director	C. V. Matthews	
Project Director	E. H. Johnson	
Asst. Project Director	J. E. Grenfell	
Instructor	T. Murton	
Instructor	H. Burns	
Instructor	R. J. Brooks	
Graduate Student Advisor	H. W. Stephan	
Graduate Student Advisor	J. Twomey	
Graduate Student Advisor	J. W. Hughes	
Instructional Materials Coordinator	C. Daugherty	
Operations Analyst	L. Jansyn	
Graduate Students (8)		
Secretary (2)		
Visiting Consultants	Dr. Schaef	St. Louis State Hospital
	Dr. Denny	St. Louis State Hospital
	Mr. Mayden	Federal Penitentiary, Marion, Ill.
	Mr. Macieiski	Illinois State Penitentiary, Vienna, Ill.
	Mr. Rice	Kent School of Social Work University of Louisville
	Mr. Pierran	Indiana Dept. of Corrections
	Mr. O'Neal	OEO, Carbondale, Ill.
	Dr. Frank	Joint Commission on Correctional Manpower & Training
	Mr. Neilson	Berkshire Farm for Boys, N.Y.
	Mr. Rector	National Council on Crime and Delinquency
University Consultants	Dr. Mayer	Guidance & Educational Psychology
	Dr. Sanders	Rehabilitation Institute
	Dr. Prell	Business Research Institute
	Mr. Grosowsky	Design
	Dr. Thomas	Community Development

APPENDIX II

LEA PARTICIPANTS (TRAINING OFFICERS - 17)

MARCH 20, 1967 - MAY 19, 1967

Indiana	Cloid Shuler
Indiana	Charles Johnson
Kansas	Jim Banker
Kansas	Neil Prichard
Tennessee	Joe Mills
Tennessee	Nat Stringfield
Illinois	Donald Whitehead
Iowa	William Guinn
Kentucky	Owen Dixon
Michigan	John Griffin
Minnesota	Don Cooper
Nebraska	Bob Parrott
North Dakota	Kenneth Sprunk
Oklahoma	Gordon Wright
Texas	Elmer Burgess
Wisconsin	Omer Jones
Virginia	Richard Matney

APPENDIX III

LEA INSTITUTE SCHEDULE

MARCH 20, 1967 - MAY 19, 1967

1st Week

Monday	9 a.m.	Welcome, Orientation, Tests	Staff
	1 p.m.	Tour SIU and Carbondale	Staff
Tuesday	9 a.m.	Tests	Jansyn
	1 p.m.	Audio Visual Equipment	Daugherty
	7 p.m.	Films and Discussion	Bailey
Wednesday	9 a.m.	3-screen - SIU and Behavior Modification	Daugherty
	1 p.m.	Evolution of Prisons	Hughes
Thursday	9 a.m.	Tour Marion Prison	Burns and Hughes
	1 p.m.	Tour Vienna Prison	Burns and Hughes
	7 p.m.	Film and Discussion	Kiefer
Friday	9 a.m.	Role Playing	St. Louis Group
	1 p.m.	Role Playing	St. Louis Group
	7 p.m.	Role Playing	St. Louis Group
Saturday	9 a.m.	Role Playing	St. Louis Group

2nd Week

Monday	9 a.m.	Correctional Officers' Changing Role	Stephan
	1 p.m.	Evolution of Prisons	Hughes
Tuesday	9 a.m.	Correctional Officers' Changing Role	Stephan
	1 p.m.	Laboratory	
	7 p.m.	Film and Discussion	Grenfell

Wednesday	9 a.m.	Reference Groups and Motivation	Stephan
	1 p.m.	Laboratory	
	7 p.m.	Film and Discussion	Hughes
Thursday	9 a.m.	Correctional Officers' Changing Role	Rice
	1 p.m.	Correctional Officers' Changing Role	Rice
Friday	9 a.m.	Role Playing	Marion Group
	1 p.m.	Reference Groups and Motivation	Kiefer

3rd Week

Monday	9 a.m.	Communication Techniques	Grenfell
	1 p.m.	Institutional Programs	Stephan
Tuesday	9 a.m.	Basic Statistics	Grenfell
	10:30	Social Class in America	Grenfell
	1 p.m.	Laboratory	Brooks
	7 p.m.	Film and Discussion	Stephan
Wednesday	9 a.m.	Group Structure (Formal Organization)	Johnson
	1 p.m.	Group Structure (Informal Organization)	Johnson
Thursday	9 a.m.	Nonverbal Communication	Grenfell
	1 p.m.	Laboratory	
	7 p.m.	Film and Discussion	Burns
Friday	9 a.m.	Learning Process	Grenfell
	1 p.m.	Influencing Group Structure	Grenfell

4th Week

Monday	9 a.m.	Learning Process (Roles)	Mayer
	1 p.m.	Non-Institutional Programs	Johnson & Rector
Tuesday	9 a.m.	Creative Thinking	Grosowsky
	1 p.m.	Laboratory	
	7 p.m.	Film and Discussion	Kiefer

Wednesday	9 a.m.	Behavior Modification	Sanders
	1 p.m.	Laboratory	
Thursday	9 a.m.	Communication	Grenfell
	1 p.m.	Picnic	
	7 p.m.	Film and Discussion	Bailey
Friday	9 a.m.	Inmates Look at Correctional Officer	Pierran and O'Neal
	1 p.m.	Teaching Mental Health	Twomey

5th Week

Monday	9 a.m.	Development & Evaluation	Grenfell
	1 p.m.	Practice Teaching	Grenfell
	7 p.m.	Laboratory	Horak
Tuesday	9 a.m.	Aggression & Violence	Grenfell
	1 p.m.	Laboratory	
	7 p.m.	Film	Korff
Wednesday	9 a.m.	Teaching about Administrative & Supervisory Problems	Burns
	1 p.m.	Laboratory	
	7 p.m.	Film	Rainey
Thursday	9 a.m.	Prison Social Structure	Johnson
		Off	
Friday		Off	

6th Week

Monday	9 a.m.	Introducing Changes into a Corrections Setting	Prell
	1 p.m.	Use of Inexpensive Materials	Brooks
Tuesday	9 a.m.	Audio-Visual Aids	Mitchell & Grenfell
	1 p.m.	Laboratory	
	7 p.m.	Film and Discussion	Stone
Wednesday	9 a.m.	Prison Social Structure	Johnson
	1 p.m.	Practice Teaching & Laboratory	

Thursday	9 a.m.	Critique	Staff
	1 p.m.	Laboratory	
	7 p.m.	Film	Brady
Friday	9 a.m.	Practice Teaching and Laboratory	Staff
	1 p.m.	Practice Teaching and Laboratory	Staff

APPENDIX IV

LEA PARTICIPANTS (CORRECTIONAL OFFICERS-44)

May 1, 1967-May 12, 1967

Kentucky	Clarence E. Skaggs
Kentucky	Frank Frazier
Kentucky	Wayne G. Lee
Michigan	Peter D. Mortlock
Michigan	Dwight E. Brooks
Michigan	Ralph J. Hoffman, Jr.
Michigan	Duane K. Webster
Michigan	John J. Berry
Michigan	Richard Christiansen
Michigan	Alphonse Mikelonis
Tennessee	Tony E. Harrison
Tennessee	James H. Rose
Tennessee	Clyde B. Dutton
Tennessee	James Hensley
Illinois	B. Carl Tiller
Illinois	Norman Busch
Illinois	Terry Brannan
Minnesota	Donald Belschner
Minnesota	Norman J. Thomas
Minnesota	Dale Bollenbach
Minnesota	Albert Boettcher
Minnesota	Patrick O'Hern
Wisconsin	Calvin V. Lewis
Wisconsin	Leonard F. Fromholz
Wisconsin	Joseph E. Lenss
Iowa	John A. Londrigan
Iowa	Dale O. Gilson
Iowa	Peter G. Pazour
Iowa	Thomas A. Petry
Kansas	Gary Rayl
Kansas	William A. Garber
Kansas	John Dicks
Kansas	Ralph L. Brigman
Kansas	Dallas C. Wetzel
Kansas	William D. Stuart
Virginia	Leftwich Reynolds
Virginia	J. T. Mitchell
Virginia	E. C. Faison
Tennessee	Duane Warren
Minnesota	Robert Elliot
Iowa	Robert N. McManis
Iowa	James E. Pruett
Indiana	George Miller
Indiana	Robert Walker

APPENDIX V

CORRECTIONAL OFFICERS PROGRAM

MAY 1, 1967 - MAY 12, 1967

First Week

Monday

9:00 a.m.	Welcome, Orientation, Tests
1:00 p.m.	Role Playing (card on floor)

Tuesday

9:00 a.m.	Human Relations
1:00 p.m.	Role Playing (warden interview)

Wednesday

9:00 a.m.	Correctional Evaluation and Trends
1:00 p.m.	Communications (verbal and non-verbal)

Thursday

9:00 a.m.	Innovative Programs
1:00 p.m.	Theory of Crime

Friday

9:00 a.m.	Corrections Officers Changing Role
1:00 p.m.	Types of Inmates

Second Week

Monday

9:00 a.m.	Group Structure - Formal Organization
1:00 p.m.	Group Structure - Informal Organization

Tuesday

9:00 a.m.	Role Playing (inmate problems)
1:00 p.m.	Role Playing (interview techniques)

Wednesday

9:00 a.m.	Understanding Behavior
1:00 p.m.	Social Groups in the Prison Community

Thursday

9:00 a.m.	Recreation Programs
1:00 p.m.	Social Class in America

Friday

9:00 a.m.	Principles of Supervision
1:00 p.m.	Summary

APPENDIX VI

LEA PARTICIPANTS (MIDDLE MANAGEMENT - 13)

MAY 15 - MAY 19

Mr. William H. Barker
Assistant Superintendent
Kansas State Industrial Reformatory
Hutchinson, Kansas

Mr. J. C. Johnson
Associate Warden
Kentucky State Penitentiary
Eddyville, Kentucky

Mr. John E. Woodley, Warden
North Dakota State Penitentiary
Bismarck, North Dakota

Mr. Donald Eichelberger
Deputy Assistant Director
Correctional Services
State Office Building
Des Moines, Iowa

Mr. George Stampar
Associate Warden
Illinois State Penitentiary
Stateville, Illinois

Mr. Louis C. Utess
Assistant Warden
State Prison, Southern Michigan
Jackson, Michigan

Mr. Elmer O. Cady, Chief
Administrative Service
Division of Corrections
Madison, Wisconsin

Mr. W. E. Woodroof
Richmond, Virginia

Mr. George Phend
Assistant Superintendent
Indiana Youth Center
Plainfield, Indiana

Mr. Robert Moore
Assistant Deputy Warden
Tennessee State Penitentiary
Nashville, Tennessee

Mr. Van Nelson
Tennessee State Penitentiary
Nashville, Tennessee

Miss Tai Shigaki
Director of Staff Training
Department of Corrections
St. Paul, Minnesota

Mr. Steve R. Jones
Kansas State Penitentiary
Lansing, Kansas

APPENDIX VII

MIDDLE MANAGEMENT PROGRAM

MAY 14, 1967 - May 18, 1967

Monday	9 a.m.	Welcome, Orientation, Tests	Staff
	1 p.m.	Legal Rights of Inmates	Dreher
Tuesday	9 a.m.	Report on Manpower Commission & Trends in Correction	Frank
	1 p.m.	Building Community Relations	Thomas
Wednesday	9 a.m.	Staff Training	Nielson
	1 p.m.	Staff Training	Nielson
Thursday	9 a.m.	What We've Done	LEA Participants
	1 p.m.	Demonstration & Report on previous 8 weeks	Grenfell
Friday	9 a.m.	Expectations	Grenfell
	1 p.m.	Graduation	

APPENDIX VIII

GRADUATE ASSISTANTS - 1966-68

NAME	PRESENT CIRCUMSTANCE
James Adams	Administrative Asst. LEA Grant #241 SIU
Paul Bailey	Assoc. Warden, Indiana Reformatory
John Brady	Ph.D. Candidate, School of Criminology, University of California
Ronald Braithewaite	M.S. Candidate, Correctional Counseling Program, Rehabilitation Institute, SIU
Robert Cline	M.A. Candidate, Design Dept., SIU
Larry Culp	M.S. Candidate, Rehabilitation Administration, SIU
Oltman Goldenstein	M.S. Candidate, Correctional Counseling Program, Rehabilitation Institute, SIU
Jordan Goldstein	M.S. Candidate, School of Education, SIU
Thomas Grace	Asst. Coordinator, Community Treatment Programs, Illinois Dept. of Mental Health
George Kiefer	Coordinator, Illinois In-Service Training, LEA Grant #197
Thomas Korff	M.S. Candidate, Correctional Counseling Program, Rehabilitation Institute, SIU
Virginia Horak Krauft	Rehabilitation Counselor, Illinois Dept. of Mental Health
Curtiss Lischer	Drafted
Gwendolyn Lofquist	High School Counselor, Murphysboro, Illinois
Duncan Mitchell	Staff Assistant, Center for the Study of Crime, Delinquency, and Corrections, SIU
Douglas Mougey	M.S. Candidate, Dept. of Public Health, SIU
Shirlee Owens	OEO, West Virginia
Michael Rainey	Rehabilitation Counselor, Illinois Dept. of Mental Health

NAME	PRESENT CIRCUMSTANCE
Susan Stone	Red Cross Worker
James Tippy	Classification Officer, U.S. Penitentiary, Marion, Illinois
William Volmer	M.S. Candidate, Correctional Counseling Program, Rehabilitation Institute, SIU
Robert Whitler	OEO, West Virginia
Robert Wildrick	Community Development Agent, University Extension, University of Kansas

APPENDIX IX

LEA TESTS

a. Achievement Test 97
b. Sample Questions, Helping Relationship Inventory 104
c. Osgood Semantic Differential 105

LEA ACHIEVEMENT TEST

Check the answer you think is most nearly correct in the space provided:

TRUE AND FALSE:

1. The inmate who conforms best in the institutional setting will conform best after he is released to the community.

2. An exaggerated sense of their own importance frequently lies behind the behavior of the inmate who is rowdy and insolent.

3. What is best for an individual inmate frequently runs contrary to what is best for the institution.

4. The professional correctional worker should be able to identify those individuals who are not going to change, no matter what treatment they get.

5. The most effective correctional officers and detail officers do not find it necessary to write many disciplinary reports.

6. Those inmates who are the worst behavior problems deeply wish to be free of all controls.

7. Punishment can be an effective tool in treatment.

8. The main purpose of the disciplinary process is to ferret out wrongdoers.

9. The same offense should receive the same punishment.

10. Often the violation which brings the inmate before the disciplinary committee shows a failure in staff-inmate relations.

11. Punishment undermines self esteem to some extent.

12. The essence of all guidance is the relationship of one individual with another.

13. An essential function of the disciplinary committee is to find out the reasons for the behavior which brought the inmate to their attention.

14. Intense supervision at all times is a good rule when handling inmates.

15. The inmate who is a behavior problem may also be seeking closer attention.

16. In the last analysis the only effective way to control behavior is the threat of punishment.

17. Line staff have a significant contribution to make in the diagnosis of inmates by classification committees.

18. Recreation, education, television, are all privileges which should be taken away in disciplining.

19. Supervision is the best form of control over inmates.

20. Misbehavior is a way of asking for help.

21. Meditation or isolation is a good punishment and corrective tool because it gives the man time to think out his wrongdoings and decide upon another path.

22. Essentially what motivates us are the same things which motivate an inmate.

23. Conjugal visits are allowed in most states for leaves to seriously ill relatives.

24. Work release is now used in about half of the states.

25. Today more states do not have the death penalty than do.

26. Alexander Maconochie was noted for his innovations as superintendent of Norfolk Island.

27. Zebulon Brockway was the first superintendent of America's first reformatory, Elmira.

28. American prisons are noted for the full employment of their inmates.

29. The number of people executed each year in the United States is steadily increasing.

30. 19th Century European prisons were heavily influenced by American programs and architecture.

31. Most European nations retain the death penalty.

MULTIPLE CHOICE:

32. The oldest operating prison in the United States is

    a. Auburn
    b. SingSing
    c. Parchman
    d. Eastern Penitentiary

33. An alternative to execution in 17th, 18th and 19th century England was

    a. Compurgation
    b. Expurgation
    c. Transportation
    d. Vaccination

34. "Ticket of leave" was an early form of

    a. Probation
    b. Parole
    c. Release money
    d. Prison industry

35. The Huber Law deals with

    a. Interstate auto theft
    b. Statutory rape
    c. Parole
    d. Work Release

36. The most advanced of the American colonies in penal practice was

    a. Virginia
    b. New Hampshire
    c. Pennsylvania
    d. Massachusetts

37. The author of Crime and Punishment was

    a. Crafton
    b. Beccaria
    c. Maconochie
    d. Howard

38. Which of the following institutions is most recent in point of time

    a. Reformatory
    b. Penal colony
    c. Penitentiary
    d. Jail

39. The system of prison industry in use in most states today is

    a. Lease
    b. Piece-price
    c. Contract
    d. State use

40. Author of State of Prisons and early English prison reformer was

    a. John Howard
    b. P. C. Norfolk
    c. Sir Walter Crofton
    d. Edward Lovelace

41. The "silent system" was the creation of which prison

    a. Pentonville
    b. Eastern Penitentiary
    c. Walnut Street
    d. Auburn

42. The most advanced prison in Europe today is

    a. The British Isles
    b. Germany
    c. Scandinavia
    d. France

43. The normal curve of distribution

    a. Has the same altitude for all measures
    b. Shows that defect is more common than excellence
    c. Shows that feeble-mindedness is more frequent than giftedness
    d. Is a bell-shaped, graphical representation of variation
    e. Characterizes any set of measurements

44. Individual differences

    a. Are valued in a democratic society
    b. Should be reduced by teaching methods
    c. Made instruction in large groups impossible
    d. Are particularly needed in primitive societies
    e. Should be diminished by remedial instruction

45. At the present stage of psychological science tests should be

    a. Repudiated for school purposes
    b. Confined to the experimental psychologists
    c. Regarded as providing clues and approximations
    d. Regarded as providing precise data
    e. Accepted as reliable data

46. Levels of aspiration seem to depend primarily upon

    a. The degree of success and failure an individual has had
    b. Functional intelligence
    c. Parental expectation
    d. Having been uniformly successful
    e. The health status of the individual

47. Grouping individuals into ability categories

    a. Makes teaching somewhat easier by reducing the range of differences
    b. Avoids feelings of failure
    c. Is undemocratic
    d. Results in social stigmatization
    e. Results in meeting individual differences

48. It is particularly advantageous when learning skills to

    a. Concentrate in long sessions
    b. Space periods of practice
    c. Continue each practice until overlearning occurs
    d. Practice at intervals of a week
    e. Practice only when highly motivated

49. Recitation usually means

    a. Reviewing a concept or idea in different contexts
    b. Citing the facts as they are in the text
    c. Oral recall of items learned
    d. Drilling pupils on the correct answer
    e. Giving answers to previously assigned questions

50. Generally speaking, it is most effective to

    a. Give praise only when it is richly deserved
    b. Give praise
    c. Ignore effort and progress
    d. Use reproof sparingly
    e. Use reproof liberally

51. Motivation can best be explained by the

    a. Pleasure-pain theory
    b. Work of innate mechanisms
    c. Basis of punishment and social pressure
    d. Principle of multiple causation
    e. Basis of reward and hero-worship

52. The use of audio-visual teaching aids

    a. Should be avoided when teaching concepts
    b. Makes it difficult to capitalize on pupil participation
    c. Is largely supplanting verbal instruction
    d. Can be arranged to encourage pupil activity
    e. Assists mainly those who are exceptionally bright

53. The greater the ability of the individual, in relation to an obstacle, the

    a. Weaker
    b. Stronger
    c. More predictable
    d. More constant
    e. More disintegrating

.... is likely to be the negative emotion aroused

54. A sociogram is a

    a. Graphical representation of a group
    b. Schematic representation of personality test scores
    c. Means of emotional catharsis through play
    d. Test of hearing
    e. New means of subject matter evaluation

55. Which of the following is least advisable in teaching a student to control his anger?

    a. Training in specific skills
    b. Encourage him to express his emotion directly
    c. Making the pupil's goals attainable
    d. Directing anger into socially useful channels
    e. Providing a model

56. Which of the following is least effective as a study habit?

    a. Daily preparation rather than cramming
    b. An inflexible time schedule
    c. Combination of whole and part learning
    d. Preliminary scanning of material
    e. Good reading habits

57. An obstacle in the way of developing habits of thinking is

    a. Dealing with real pupil problems
    b. Permitting pupils to participate in the formation of goals
    c. Requiring the attack of difficult problems
    d. Giving correct answers to dilemmas
    e. Studying problems not yet solved

58. Group intelligence tests seem to

    a. Favor pupils from the lower social classes
    b. Be equally favorable to pupils of all classes
    c. Reward verbal facility
    d. Detect special abilities
    e. Have no relationship to social class

59. Mental hygiene is at present mainly concerned with

    a. Prevention of emotional and mental illness
    b. Therapy for mental illness
    c. Emotionally unbalanced individuals
    d. The study of abnormality
    e. Improving mental efficiency

60. The more widely accepted concept of mental health is

    a. An adjusted person
    b. The complacent acceptance of life's demands
    c. An ideal rather than a practical goal
    d. Functioning on a high level of mental efficiency
    e. A process of efficient adjusting

61. The purpose of diagnostic tests are to discover

    a. Specific weaknesses in a given area
    b. The probable future success of pupils in a specified subject
    c. The level of aspiration of pupils
    d. Specific mental abilities of pupils
    e. The level of achievement

Sample Question

Helping Relationship Inventory

Woman, age 30.

"It's not that I don't want to do something about it, I just--Well--I know what I ought to do, but for some reason or other I just--can't do a thing."

__ a. Maybe if we talked over what you've thought of doing we could figure out what is best to do. It's possible that the answer is something new.

__ b. Let's try to get at what's behind this blocking. Tell me more about it.

__ c. Behind this blocked feeling you're experiencing is a conflict in your desires: you want to and you don't want to.

__ d. You're blocked by something and you don't know what it is, is that what you're saying?

__ e. Are you sure you know what you ought to do? It seems to me that if you really had a clear idea of what you ought to do you'd be able to go ahead.

Man, age 60.

"I've got it all figured out. There's nothing for me to live for any more. My wife's dead. My kids don't need me. I'm too old to get a job. Just the fifth wheel on a wagon. And I'm tired of it all. I'm going to end it all, put a bullet through my brain. And rest in peace."

__ a. You feel there's nothing left in life for you.

__ b. When things add up for a person like they've added up for you it really does make it tough to face. And sometimes there doesn't seem to be a way out. Yet--I think that we may be able to find a way out.

__ c. How long have you felt this way, may I ask?

__ d. Escaping is one way, all right. But have you thought of what it would mean to your children to have you commit suicide?

__ e. It seems to me that you are looking for a way to escape an otherwise intolerable situation.

OSGOOD SEMANTIC DIFFERENTIAL

PRISONS

Describe the concept listed above by checking between each pair of adjectives given below. Place your check within each interval at whatever point best describes your impressions.

good :___:___:___:___:___:___:___: bad
successful :___:___:___:___:___:___:___: failure
unusual :___:___:___:___:___:___:___: average
unbiased :___:___:___:___:___:___:___: biased
valuable :___:___:___:___:___:___:___: worthless
fair :___:___:___:___:___:___:___: unfair
true :___:___:___:___:___:___:___: false
pleasant :___:___:___:___:___:___:___: unpleasant
nice :___:___:___:___:___:___:___: awful
happy :___:___:___:___:___:___:___: sad
bitter :___:___:___:___:___:___:___: sweet
kind :___:___:___:___:___:___:___: cruel
attractive :___:___:___:___:___:___:___: ugly
liked :___:___:___:___:___:___:___: disliked
honest :___:___:___:___:___:___:___: dishonest
fragrant :___:___:___:___:___:___:___: foul
tasty :___:___:___:___:___:___:___: distasteful
clean :___:___:___:___:___:___:___: dirty
important :___:___:___:___:___:___:___: unimportant
relevant :___:___:___:___:___:___:___: irrelevant
admired :___:___:___:___:___:___:___: condemned
active :___:___:___:___:___:___:___: passive
fast :___:___:___:___:___:___:___: slow
strong :___:___:___:___:___:___:___: weak
hard :___:___:___:___:___:___:___: soft

APPENDIX X

SAMPLES OF POST INSTITUTE TRAINING PROGRAMS

a. Correctional Officers Refresher Course (Va.) 107
b. Supervisory Officers Course (Va.) 110
c. Evening Training Program (Ky.) 112
d. Two Week In-Service Training Program (Kan.) 120
e. New Employee Training Program (Mich.) 129
f. In-Service Training Class - Leadership Training (Ind.) 133

CORRECTIONAL OFFICERS' REFRESHER COURSE

TRAINING CENTER, CHESTERFIELD, VIRGINIA

Mr. Richard Matney, Training Officer

FIRST WEEK

I. Monday
   - A. Orientation
   - B. History of the Correctional System
   - C. History of the Virginia Prison System
   - D. Training Film #1
     "Types of Inmates"
   - E. Professionalization of the Correctional Officer
     - 1. Definition
     - 2. Factors That Create Professional Status
     - 3. Professional Status as a Goal
     - 4. Responsibilities of Officers in Professionalization
   - F. Ethics - Courtesy
     - 1. Definition
     - 2. Attitude
     - 3. Integrity
     - 4. Loyalty
     - 5. Bearing
     - 6. Tact
     - 7. Judgement
     - 8. Criticism
   - G. Introduction to Defensive Tactics

II. Tuesday
   - A. Firearms Training
   - B. Human Behavior
   - C. Training Film #2
     "The Prison Community"

III. Wednesday
   - A. Civil Defense
   - B. Firearms Training
   - C. Legal Authority of the Correctional Officer
     - 1. Authority Under the Law
     - 2. Right to Arrest
     - 3. Legislation that Defines Power of Correctional Officers

IV. Thursday
    A. Civil Defense
    B. Defense Tactics
    C. Communication
        1. Written Reports
        2. Oral Reports
    D. The Correctional Officer as a Peace Officer
        1. The Use of Force

V. Friday
    A. Civil Defense
    B. Tour of the Industrial Farm for Women

SECOND WEEK

I. Monday
    A. Recognizing and Dealing with Abnormal Inmates
    B. Public Relations and Officers' Conduct
        1. Definition of Public Relations
        2. Public Relations at the Institutions
        3. Public Relations at Public Functions Outside the Institutions
        4. Public Relations at Social Functions
        5. Officers' Appearance
        6. The Press, Radio and Television
    C. Defensive Tactics
    D. Training Film #3 "Custodial Procedures"
    E. Leadership
        1. Definition
        2. Importance
        3. Qualities

II. Tuesday
    A. First Aid
    B. Ethics in Prison
    C. Pre-Release Program
    D. Defensive Tactics
    E. Supervision of Inmates
    F. Training Film #4 "Attitudes in Supervision"
    G. Probation and Parole

III. Wednesday
    Tour of Southampton Farm

- IV. Thursday
  - A. Observation
    - 1. Definition
    - 2. Importance
    - 3. Factors Causing Inaccuracy in Observation
    - 4. Incomplete Observation
    - 5. Errors in Recollection
    - 6. Training Yourself to be a Good Observer
    - 7. Pointers on Observation
  - B. Court Testimony
    - Training Film #5
      - "Testimony and Courtroom Demeanor"
  - C. Defensive Tactics
  - D. Training Film #6
    - "Control of Inmates"
  - E. Classification

- V. Friday
  - A. Training Film #7
    - "The Correctional Process"
  - B. Training End
  - C. Written Examination
  - D. Critique of Examination
  - E. Graduation Exercise

SUPERVISORY OFFICERS' COURSE

TRAINING CENTER, CHESTERFIELD, VIRGINIA

Mr. Richard Matney, Training Officer

I. Monday
   - A. Welcoming Remarks and Orientation
   - B. Principles of Supervision - Administrative Pioneers
   - C. Human Behavior - Biological Factors
   - D. Personnel - Training - Employment - Identification
   - E. Personnel - Leaves
   - F. Personnel - Staffwork - Accidents and Injuries
   - G. Administrative Services - Food Service
   - H. Administrative Services - Housekeeping - Personal Property of inmates - Uniforms - Personnel
   - I. Maintenance and Construction

II. Tuesday
   - A. Human Behavior - Environmental Factors
   - B. Custody and Security - Contraband Control (Film)
   - C. Custody and Security - Count Procedures, Custodial Classifications, Custodial Agents
   - D. Custody and Security
   - E. Principles of Supervision - People at Work
   - F. Custody and Security - Escapes and Unauthorized Absence Offenses - Firearms (Film)
   - G. Custody and Security - Inmate Drivers - Inspections
   - H. Custody and Security - Key Control - Mechanical Restraints - Outside Work Squads

III. Wednesday
   - A. Human Behavior - Interactive Processes
   - B. Principles of Supervision - Delegation of Authority
   - C. Custody and Security - Searching Inmates - Segregation
   - D. Custody and Security - Tear Gas - Emergencies
   - E. Custody and Security - Transport - Tool Control
   - F. Industrial and Farm Operations
   - G. Fiscal Affairs - Commissary Operations

IV. Thursday
  A. Human Behavior - Motivation
  B. Principles of Supervision - Participation
  C. Rehabilitation and Training - Alcoholic Rehabilitation - Barbering Services - Blood Donations
  D. Rehabilitation and Training - Classification - Escapes - Transfer of Inmates
  E. Rehabilitation and Training - Change in Custody Classification - Death of Inmates - Detainers
  F. Rehabilitation and Training - Mail and Visiting Privileges
  G. Rehabilitation and Training - Medical - Accidental Injuries - Artificial Members - Dental Care
  H. Rehabilitation and Training - Medical - Drug Inventory - Medical Examinations - Eyeglasses

V. Friday
  A. Human Behavior - Personality - Crime and Delinquency Causes
  B. Principles of Supervision - Leadership
  C. Rehabilitation and Training - Medical - Hospitalization - Miscellaneous - Records and Reports
  D. Rehabilitation and Training - Medical - Surgery Rehabilitation and Training Probation and Parole
  E. Rehabilitation and Training - Publications External - Publications Inmate Release of Information - Inmate Records
  F. Rehabilitation and Training - Release of Inmates - Release of Inmates Critically Ill or Injured
  G. Rehabilitation and Training - Religious Services - Southampton Farm - Recreation Program

EVENING TRAINING PROGRAM

Kentucky Reformatory, Training Officer, Mr. Owen Dixon

SESSION #1 INTRODUCTORY REMARKS

The training program will be discussed in this session. Mr. Howard, Mr. Armstrong, Mr. Yarutis and Lt. Dixon will explain the program and answer questions concerning the schedule. Additionally, the necessity for implementing this program will be explained in detail.

SESSION #2 EVOLUTION OF PRISON HISTORY

This session will cover the beginning of the penitentiary movement in the United States to the present date. This will be done with the use of slides and a tape recorder. In addition, the Kentucky Department of Corrections Table of Organization will be discussed.

SESSION #3 TYPES OF INMATES

At this session a film will be shown depicting the various types of inmates. This film will illustrate the rebel type, sneak thief, independent type, white collar type, manipulator and the mental types of inmates. Following the film there will be a discussion.

SESSION #4 PRISON COMMUNITY

This film was actually taken inside a prison and begins with an inmate being received at the institution and follows him until the time he is released. This film shows how the administration's code and the inmates' code affects the work of a correctional officer. Following the film there will be a discussion.

SESSION #5 INMATE AND EMPLOYEE RELATIONS

What are the attitudes an employee has toward the inmate and vice versa? How should the relationship be? How should the relationship be between supervisors and inmate employees on the job? This and other points will be discussed in this session.

SESSION #6 PRINCIPLES OF SUPERVISION

In this session the qualities of a good supervisor and the supervisor's check list will be discussed.

SESSION #7 PRINCIPLES OF SUPERVISION

It is essential to maintain good inmate attitude and high morale of the total inmate population. Because of the two-fold responsibility of the correctional officer in the visiting rooms, and his relationship with inmates and the general public, he must recognize his vital and important role in the treatment and supervision of the inmate.

SESSION #8 PRINCIPLES OF SUPERVISION

The supervision of inmates in the cell blocks, dormitories and dining room will be discussed during this session. The inmate count will be explained in detail.

SESSION #9 INDIVIDUAL COUNSELING

The goals of individual counseling, how they are obtained and what happens when they are not obtained will be discussed. Additionally, reasons why the treatment staff and the correctional officer should counsel with the inmate will be discussed.

SESSION #10 SPECIALIZED COUNSELING

In this session specialized counseling for the various institutional organizations such as AA, HELP, etc., will be discussed.

SESSION #11 REPORT WRITING

How should a report be written? What goes into the report and have all facts been investigated? How and when these reports should be written will be discussed.

SESSION #12 SEARCHING AND SHAKEDOWNS

The purpose for searches and shakedowns will be discussed at this session. There is more or less a generic list which, though it may be greatly expanded, will serve to illustrate the usefulness of frequent searches and shakedowns.

SESSION #13 ROLE PLAYING

In Session #12 we discussed points on shakedowns and searches and in this session there will be demonstrations on how and where to look when you are searching and shaking down.

SESSION #14 PHILOSOPHY OF ESCAPE

This session will cover the philosophy of escapes, the reason for an escape squad and escape squad training.

SESSION #15 ESCAPE SQUAD TRAINING

This session will cover the types of personnel that should be used in escape squads, the areas that should be covered, etc.

SESSION #16 ESCAPE SQUAD TRAINING AND EQUIPMENT

The different types of equipment that should be used in or with escape squads will be discussed. Additionally, the use of this equipment will be discussed.

SESSION #17 CORRECTIONAL OFFICERS' CHANGING ROLE

The correctional officers' role in correctional institutions has changed over the years to a more meaningful role than the old guard of a few years back. He is no longer here just to keep a man locked up behind bars, use the whip, but to help change the man's attitude. The role of a correctional officer in a correctional institution is a big one, if not the biggest.

SESSION #18 PUBLIC RELATIONS AND OFFICER CONDUCT

Good public relations between the institution and the community is largely dependent upon the image that correctional officers and staff place on the public. What is public relations? It is the continuing process by which the management endeavors to obtain the good will and understanding of its customers, its employees and the public at large.

SESSION #19 THE PRISON INFORMER

What is a prison informer? An informer is an inmate who gives information that is normally difficult to obtain.

SESSION #20 ETHICS IN PRISON

Every profession has a code of ethics or standards of behaviors for its members or employees. A code of ethics is a must for correctional officers and staff. This session will cover the need and importance of ethics in prison.

SESSION #21 PHILOSOPHY OF THE TREATMENT PROGRAM

The treatment program has been developed over the years to be geared toward improving an offender's attitudes and his philosophy of life. To rehabilitate the offender mainly by changing attitudes is an important goal of the treatment program.

SESSION #22 PHILOSOPHY OF EDUCATION

Worthwhile programs of correctional education must be firmly anchored in a sound philosophy and principles of education. A great deal should be done to make education within the correctional setting an integral part of a total program of rehabilitation.

SESSION #23 **IMPORTANCE OF THE RELIGIOUS PROGRAM**

The religious program is a stimulus for other corrective programs. The importance of the religious program cannot be overestimated. Take religion from a prison or reformatory and the basic achievement of such an institution would be temporary segregation of men from a society to which they would return more embittered than when they entered.

SESSION #24 **MEDICAL AND HEALTH SERVICES**

Good medical and health services is an extremely important morale factor in a prison. The correctional officer must be aware that his job is to help the inmate. It is important to pay attention to the feelings, the needs and the urges of the inmate. It is the responsibility of the institution to maintain physical and mental health and to prevent illness, either acute or accidental of the inmate population. The medical services offered here to help in this problem will be discussed in this session.

SESSION #25 **THE PAROLE SYSTEM**

Because an important function of the correctional institution and its staff is to socially redirect and retrain the inmate for his ultimate release to society, it is incumbent upon the correctional officer to understand the part parole plays in the correctional process and the release of inmates from the institution.

SESSION #26 **INNOVATIVE PROGRAMS**

Pre-release, guidance centers and the Dismas House will be discussed in this session. Some of the problems they have come across and the goals of each will be covered. The types of parolees that they will take in each one will be outlined. A short film of the first probation officer will be shown.

SESSION #27 DUTIES OF THE CORRECTIONAL OFFICER

In understanding the duties of a correctional officer, it is necessary that we first understand the general requirements, functions and responsibilities before we deal with specifics. A general description of officers' duties will be outlined in this session.

SESSION #28 DUTIES OF THE OFFICER (CORRECTIONAL)

Much of the success of the correctional officer depends on the way that he gives orders or instructions to the inmate. His orders may be so arranged as to result in confusion for the inmate on the receiving end. There are many ways that orders are given but there is only one correct way. This way will be discussed in this session.

SESSION #29 THE BASIS OF GOOD DISCIPLINE

Discipline is usually thought of as referring only to punishment of individuals for misconduct or other infractions of the rules. Before discussing discipline, we must first know what we mean by it. This will be defined so that we all understand it.

SESSION #30 CUSTODY, SECURITY AND CONTROL

The fundamental responsibility of the correctional institution management is to secure custody and control of inmates. This is universally prescribed by law and the public. In this session, we will take a look at the most important provisions in establishing good sound security, custody and control.

SESSION #31 PHYSICAL SECURITY

A primary object of imprisonment is security; but it is not the ultimate goal. Security in a correctional institution has to do with the prevention of escapes, the control of contraband and the maintenance of good order which can be achieved through the proper attention to structure, fences, towers, gates or their equivalent.

SESSION #32 HANDCUFFING AND RESTRAINING

There are many situations that correctional officers find it necessary to handcuff and restrain inmates. In this session we will discuss this and the many ways that it can be done.

SESSION #33 EVOLUTION OF THE PRISON HISTORY

In this session, we will discuss prisons in old England and some of the places that criminals were sent to in the transportation days such as Devil's Island. Also, we will talk about some of the ways inmates were punished back in the 1700's.

SESSION #34 HISTORY OF THE KENTUCKY PRISON

The history of the Kentucky prisons will be shown through the use of slides, dating back to the first prison in the state in 1799.

SESSION #35 INMATE COUNSELING

SESSION #36 INMATE COUNSELING

SESSION #37 INMATE COUNSELING

SESSION #38 LEGAL ASPECTS OF CORRECTIONS (EMPLOYEE)

The legal rights of employees will be discussed by Mr. Rabe in this session. The rights of correctional officers while making arrests, during manhunts, etc., will be covered.

SESSION #39 LEGAL ASPECTS OF CORRECTIONS (INMATES)

Mr. Rabe will discuss the legal rights that inmates have while they are in prison. The rights they have to write writs, etc.

SESSION #40 SOCIAL CLASS IN AMERICA

Society is made up of many social classes but there are three we refer to. Each social class, low, middle and high social classes are made up of social classes of their own. These classes will be discussed and the way they relate to each other and the law.

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TWO WEEKS IN-SERVICE TRAINING PROGRAM

Kansas Reformatory, Training Officer, Mr. Neil Pritchard

I. Monday
  Introduction to "In-Service Training" and importance to officers.
  A. Goals
    1. Uniform rule interpretation
    2. Professionalism of officers
    3. Better public image
    4. Understanding our relationship with others
    5. Resocialization of inmates
    6. Good safety, sanitation, and security practices
  B. Superintendent
    1. Strong backing for training program
    2. Policies
  C. History of Penal Institutions
    1. Lecture
    2. Slides
  D. History of KSIR
  E. Recent Developments in Penal Systems
    1. Increased use of court order releases
    2. More probation
    3. Camp programs
    4. Diagnostic Center
    5. Increased training
    6. Expected research
    7. President's Crime Commission
    8. Tie in with present program

II. Tuesday
  Philosophy of Institution
  A. Inmate identification with total social order
    1. Allow self expression
    2. Initiative
    3. Choice
  B. Involvement of public
    1. Jaycees
    2. Athletics
    3. AA
    4. Church
    5. Others

C. Officer social model
    1. What - what is expected of officer
    2. How - how can he do it
    3. Teach inmate new social skills
    4. Emotional maturity
    5. Self control
    6. Study
    7. Be alert
    8. Be aware of how your actions affect others
D. How does this effect formal organization rules
    1. It does not
    2. Flexibility in use of rules
    3. Better inmate response to rules
E. Officer conduct on and off job
    1. Live so you gain respect of inmates and public
    2. Taking state property from institution
    3. Drinking
    4. Wearing of uniform--when-where-how
    5. Film (12 min.) How to keep a job
    6. Discussion
    7. Credit
    8. Bringing anything in or out for inmates
F. Job benefits
    1. Local benefits (proper use)
    2. Civil Service
    3. Retirement
    4. Future prospects
    5. Film (12 min) Personal Qualifications for job success
    6. Film (12 min) How to Keep a Job
    7. Discussion
G. Open--For use to cover immediate local needs and discussion

III. Wednesday
  Security and Organization
  A. Organization (use blackboard)
    1. Chart
    2. Who is responsible to who
    3. Chain of command
    4. Proper person to whom to voice complaint
    5. Communication up and down the chain of command
    6. Responsibility to other than your immediate supervisor
    7. Responsibility of training officer to train and call attention to poor practice

B. Chief Security Officer (Captain)
  1. Expectations of officers on job
  2. Time to work and off work
  3. Holidays and vacations-sick leave
  4. Uniforms--when--neatness
  5. Staying on post
  6. Hanging around clock
  7. Working meal lines
  8. Court line report problems
  9. Back training officer and program
  10. Discussion

C. Transportation of Inmates
  1. Types of transportation
  2. Care and speed of auto
  3. Liability
  4. Consider custody of inmates
    a. Minimum
    b. Medium
    c. Close
    d. Explain a,b, and c
  5. Number of officers necessary to transport
  6. What to do to get ready
    a. Auto
    b. Clothing
    c. Record office - call destination, warrant
    d. Hand cuffs and leg irons--take extra
    e. Chief Clerk (expense money)
  7. How to properly execute a warrant
  8. Picking up inmate at destination
    a. Shake Down
    b. Handcuffs and leg irons
    c. Personal possessions
    d. Positions of officers when traveling
    e. Weapons and keys
    f. Feeding and drinking
    g. Bathroom
    h. Stop for night
    i. Morning pickup
    j. Driving after dark
    k. Trouble on road
    l. Expenses in and out of state
    m. Public display of weapons and inmate

D. Proper use of hand cuffs, leg irons, lead chain, and weapons in transportation
   Involve class in actual use by practice on each other.

E. Shakedowns
   1. Purpose (inmate shakedown)
   2. Transportation
   3. Visit
   4. Detail
   5. Anytime you feel it is necessary
   6. Quarters--why, when, how
   7. Detail--why, when, how
   8. How to do it without wrecking place
   9. Report to make out

F. Tower and wall security
   1. What to look for
   2. Reports and calling in
   3. Tower rules--guns, clocks, reading

G. Mr. Cable--Director of Classification
   1. Explain function of classification
   2. To prepare class to sit on classification meeting in morning

IV. Thursday
   Classification

A. Entire class sits in on classification of new inmates

B. Discussion of classification

C. Operation of Front Gate (Return to security)
   1. Public relations with visitors
   2. Checking inmate visitors and (books)
   3. Checking inmates in and out
   4. Card system
   5. Who to let in and out
   6. Emergency conditions--what to do under force
   7. Key control
   8. Weapons control
   9. Relation to Control Center
   10. Count (call in)

D. Operation of Control Center
   1. Who to let in and how
   2. Control measures available and use
   3. Card system
   4. Inmate traffic (errand slips)
   5. Switchboard

E. East Gate
  1. Complete operation
  2. Emergency
  3. Security measures
F. Escape and apprehension plan
  1. Checking detail in
  2. Reporting to work when called
  3. Where to go for instructions
G. Hospital
  1. Security
  2. When and how to send inmates
  3. Calling and errand slips
  4. Services available
  5. Hospital downtown
H. Cell House Security
  1. Errand slips
  2. Contraband--what is it (what is not)
  3. Alert--watch and listen
I. Working week end shift (difference)
J. Have officers read General Orders and Memorandum

V. Friday

A. Institutional count
  1. Counting cell house
  2. Front gate
  3. East gate
  4. Captain's office
  5. Officers with inmates out
  6. Inmates frozen during count
  7. Actions of inmates during count
  8. Towers
  9. Extra officers assist
B. Detail--checking out and in--supervision
  1. Minimum custody detail
  2. Medium or close custody detail
  3. Hauling inmates
  4. Key and tool control
  5. Shakedowns
  6. What to watch for
  7. Examples
C. Officers on meal line

D. Riot control--what to use, what to do, how to do
E. Discussion
F. Inmate rules, privileges, and expectations
    1. Arrival and handling of new inmates
    2. Cell house--checking, cleaning, detail, passes, clothing, locking, inspections, inmate supplies, ordering
    3. Recreation
    4. Hospital
    5. Religion
    6. School
    7. Canteen
    8. Meals
    9. In cell house
    10. Going to and staying on job
    11. Vocational training
G. Economy of operation (business manager)
    1. Care of equipment
    2. Requisitions
    3. Purchasing
    4. Budget
    5. Wages
    6. Discussion

VI. Monday

A. Forms used by inmates
    Form 9 interview, job change, CH change, canteen officer must sign and turn in--officer must sign only forms given him by inmate whose name appears on slip--why
B. Withdrawal slips
    Use and how to use
C. Others
D. Inmate letters
E. Inmate funds
F. Inmate visits
G. How to give and accept criticism
    film and discussion
H. Report writing--reprimand--counseling
I. Discussion
J. Entire class sit in court line session
K. Discussion of court line

- L. Safety and sanitation--CH detail, inmates, kitchen records and inspections, working bath lines, responsibility
- M. Discussion

VII. Tuesday

- A. Use of and understanding of incentive pay and incentive good time
- B. Parole problems of inmates
  - 1. Film--After Prison What
  - 2. Discussion
- C. Explain Jaycees and what they do and stand for (use inmate)
- D. Training the new correctional officer and discussion
- E. Film--Types of Inmates and discussion
- F. Training tape "Sam" and discussion
- G. Handling normal and problem inmates
  - 1. Lecture
  - 2. Examples
  - 3. Role playing
  - 4. Discussion

VIII. Wednesday

- A. Communication between correctional officer and inmate
- B. Training tape and discussion
  Tape--Aspects of Correctional Supervision
- C. Training tape and discussion
  Tape--Line-Staff Relationships
- D. Film and discussion
  Film--Prison Community
- E. Lecture--reward vs. no reward and punishment
- F. Legal rights of inmates (try to get judge)
- G. Discussion

IX. Thursday

- A. Importance of Training
  - 1. Public opinion
  - 2. Officer more professional
  - 3. Inmate benefits
  - 4. Officer benefits

        5. Many openings for promotions in KSIR in near future
        6. Officer ratings will depend on use of what they learn in training
        7. Pay raises
        8. Future prospects at KU
    B. Discussion and books and periodicals
        1. Available in Training Department Library or by subscription
        2. Future aid available from Training Department

    C. Dr. Burdick (psychiatrist)--various timely subjects
    D. Using various departments to assist in problems with inmates--chaplain, psychologist, captin, school, classification
    E. Institutional Psychologist
        1. Explain program
        2. Help he can give
        3. Help he can use
        4. Discussion
    F. Lecture and discussion--Human Relations and Social Class

X. Friday

    A. Summary of previous two weeks
    B. Test
    C. Handling weapons
        1. Loading and unloading
        2. Safety
        3. Firing on range
    D. Mr. Barker, Assistant Superintendent
        Emphasis on importance of using what has been learned
    E. Fire on range

Two Week In-Service Training

During this two week in-service training program as many visual aids as possible will be used along with involving the class in discussion.

The classes are expected to contain five or six students each, except for periods when we have outside guest speakers.

Each employee would be placed in the in-service class each year on "State" time. Eight hours could be expected each year to take care of guest speakers in addition to the two week program. "Camp" time should be given for this.

Visual Aids and Other

1. Owned films
2. Rented films
3. Slides
4. Posters
5. Overhead projector
6. Hand out sheets
7. Demonstration of technique
8. Books available to check out
9. Blackboard
10. Individual aid if needed

NEW EMPLOYEE TRAINING PROGRAM

STATE PRISON, SOUTHERN MICHIGAN

Training Officer: Mr. Al Mikelonis

LEA Institute Representative: Mr. John Griffin

FIRST WEEK

I. Monday
  A. Introduction
  B. Warden's Welcome
  C. Personnel Policies and Procedures
  D. Uniform Fittings
  E. I.D. Photos and Prints
  F. Testing

II. Tuesday
  A. Historical Background, Structure of Department, Synchromat, organization of SPSH
  B. Transfer Procedure - Court Details
  C. Institutional Security - Towers, Gates, Posts, Shakedowns, Inspections
  D. Deputy's Office Procedures
  E. Officer Discipline-Dealing with inmates, Dereliction of Duty, Absenteeism, Officer Rights, Trial Board Procedures
  F. Inmate Rules
  G. Defense Tactics

III. Wednesday
  A. Cell Locks, Individual Cells, Mass and group Locking Operations, Comparison of North and South Side of Institution
  B. Why and Wherefore of Inmate Count
  C. Defense Tactics - Clean Up
  D. Weapons Instruction

IV. Thursday
  A. Tour of Outside Wall, Towers, East and South Gate, Lower Roof, and Gun Gallaries

  - B. Post Rules, Regulations and Procedures
  - C. Disciplinary Reports (Who, Why, What, How, Where)
  - D. Range

V. Friday
  - A. Contraband, Definition, Why and How Controlled
  - B. Defense Tactics
  - C. Wash Up
  - D. Tour of Top 6, 7 Block, Sub-Hall Office
  - E. Review - Question and Answer Period
  - F. Assignments, Issuing of Uniforms

SECOND WEEK

I. Monday
  - A. Range
  - B. Range

II. Tuesday
  - A. Shift Assignment
  - B. Shift Assignment
  - C. Defnese Tactics
  - D. Wash Up

III. Wednesday
  - A. Shift Assignment
  - B. Shift Assignment

IV. Thursday
  - A. Shift Assignment
  - B. Defense Tactics
  - C. Wash Up

V. Friday
  - A. Shift Assignment
  - B. Shift Assignment
  - C. Defense Tactics

THIRD WEEK

I. Monday
  - A. The Reception-Diagnostic Center
  - B. The SPSH Counseling Program

- C. Academic School Programs (In School Area)
- D. Vocational School Programs (Tour)
- E. Medical Programs (Upjohn Clinic Building)
- F. Baton Training

II. Tuesday
- A. General Office Services
- B. Warden's Comments to the New Employee
- C. S.P.S.H. Agriculture Programs
- D. Disciplinary Court Observation 5 block
- E. Employee Development Programs
- F. Departmental Treatment Programs
- G. Film "The Cry For Help" with discussion by Clinic Personnel. Also tour and discussion of Clinic

III. Wednesday
- A. Range
- B. Range and Related Demonstrations

IV. Thursday
- A. Tour of Farms, Michigan Parole Camp, Trusty Division
- B. Outside Placement
- C. The Parole Board
- D. Mail Office Procedure
- E. Inmate Accounting
- F. Institutional Business Office
- G. Institutional Maintenance
- H. Prison Industries
- I. Institutional Religious Programs

V. Friday
- A. Hobbycraft
- B. Library
- C. Music Department
- D. Recreation Department
- E. Food Service
- F. Daton Training
- G. Probation and Parole
- H. Examination
- I. Review

FOURTH WEEK

I. Monday
   A. Movie - "Listen Please" Discussion
   B. Dispute and Conflict
   C. Inmate Groups - Prison Social Structure
   D. Evolution and Trends in Corrections, Slide Presentation
   E. Movie - "Meanings Are In People" Discussion
   F. Principles of Supervision

II. Tuesday
   A. Movie - "The New Truck Dilemma" Discussion, role playing, Briefing
   B. Understanding Yourself and the Offender
   C. Role Playing
   D. Changing Roles of Corrections Officer
   E. Influencing Group Structure

III. Wednesday
   A. Agression and Hostility
   B. Movie - "Types of Inmates", Understanding Inmate Behavior
   C. Officer-Counselor Relationships
   D. Nature of Prejudice

IV. Thursday
   A. Movie - "Communications Feedback"
   B. The Therapeutic Community
   C. Motivation and Creativity
   D. Movie - "The Odds Against"
   E. Social Class in America
   F. Open ended magnetic tape

V. Friday
   A. Open ended magnetic tapes
   B. Re-testing
   C. Re-testing
   D. Open ended magnetic tapes
   E. Behavioral Science Review

IN-SERVICE TRAINING CLASS-LEADERSHIP TRAINING

Indiana Youth Center-Mr. Charles Johnson, Training Officer

I. Monday
  A. Introduction
  B. In-Service Training
    a. Purpose of class
    b. Goals of In-Service Training
  C. Philosophy of Institution
    a. Officers' role
    b. Supervisors
    c. Department organization
  D. Indiana Boys' School Line
    a. Feeding
    b. Smoke Line
  E. Custodial Department
    a. Responsibilities
  F. Supervision
    a. Nature
    b. Supervisors' Responsibilities
    c. Principles of Leadership

II. Tuesday
  A. Supervisory Problems
    a. Officer
    b. Inmate
    c. Role Playing
  B. Search and Shake Down
    a. Dormitory
  C. Indiana Boys' School Line
  D. Count
    a. Types
    b. Procedures
  E. Security
    a. Essential Elements of Security

III. Wednesday
  A. Supervisor's Duties and Functions
    a. Officers' Assignments
    b. Routines and Schedules

        c. Shift Procedures
        d. Control Room
        e. Visiting
        f. Lines
        g. Dining Room
        h. Indiana Reformatory Inmates
        i. South Gate
    B. Indiana Boys' School Line
    C. Film
        a. "Odds Against"
    D. Social Class of America
        a. Classes
        b. Values
        c. Inmates Class ?
        d. Officers' Class ?

IV. Thursday
    A. Prison Social Structure
        a. Inmate Groups
        b. Types of Inmates
        c. Discussion
    B. Indiana Boys' School Line
    C. Discipline
        a. What is Discipline
        b. Basis of Good Discipline
        c. Techniques and Procedures
        d. Major and Minor Infractions
        e. Role Playing

V. Friday
    A. Report Writing
        a. Incident
        b. Court Reports
    B. On The Job Training
        a. Role Playing
    C. Indiana Boys' School Line
    D. On The Job Training
        a. Role Playing
    E. Institution Forms
        a. Requisition
        b. Leave of Absence
    F. Test
    G. Remarks